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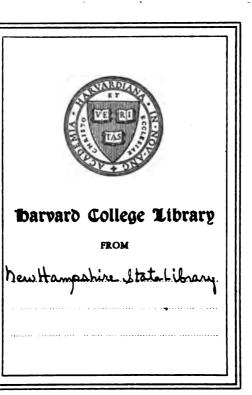
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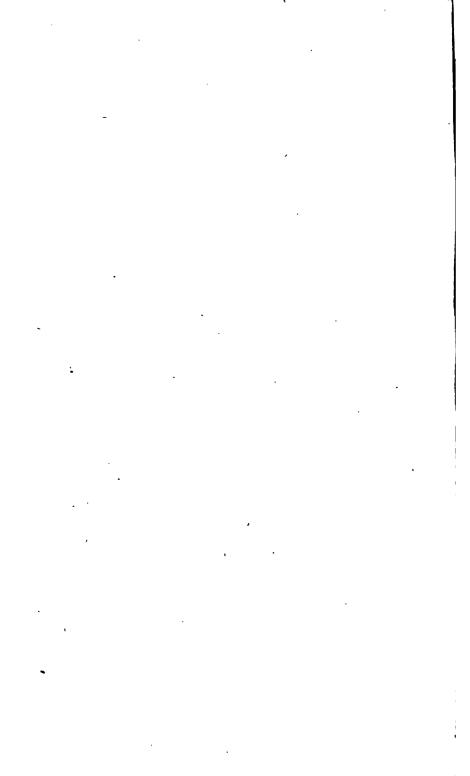
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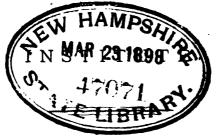






### HAMPTON

## NORMAL AND AGRICULTURAL



ANNUAL REPORTS

FOR THE

ACADEMICAL AND FISCAL YEAR ENDING

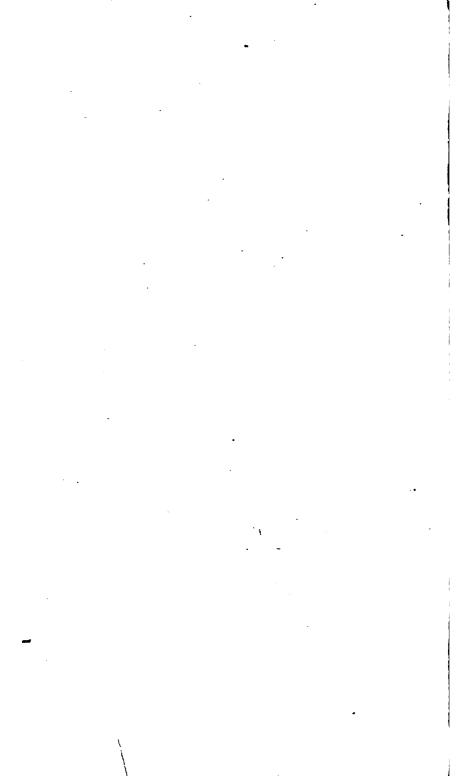
JUNE 30, 1888.

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## HAMPTON

## NORMAL AND AGRICULTURAL

INSTITUTE.

### ANNUAL REPORTS

FOR THE

# ACADEMICAL AND FISCAL YEAR ENDING

JUNE 30, 1888.

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REV. M. E. STRIEBY, D. D., 1st. Vice-President, New York City.

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Sec. 200

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REV. C. H. PARKHURST, D. D., New York City

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#### INVESTMENT COMMITTEE.

-:0-0:----

Who control and invest all funds contributed for Permanent Endowment.

ELBERT B. MONROE, Southport, Conn.

President of the Board.

AMZI DODD, Newark, N. J.

Pres. of the Mutual Benefit Life Insurance Co.

ROBERT C. OGDEN, Philadelphia,

of the firm of John Wanamaker.

GEO. FOSTER PEA3ODY, New York,

Spencer Trask & Co., Bankers.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their Nineteenth Annual Meeting at Hampton, Va., May 23d, 1888 for

the transaction of the business of the Institute.

The reports of the Principal, Treasurer, and heads of departments, were presented and referred to Committees for report and then returned, acted upon, ordered to be completed up to June 30th. (the end of the fiscal year.) and are published herewith, under the direction of the Executive Committee.

The Trustees present were:

Messrs. E. B. Monroe, of Southport, Conn.
M. E. Strieby, of New York City.
R. W. Hughes, of Norfolk, Va.
R. C. Ogden, of Philadelphia, Pa.
A. McKenzie, of Cambridge, Mass.
C. H. Parkhurst, of New York City.
W. N. McVickar, of Philadelphia, Pa
Moses Pierce, of Norwich, Conn.
L. H. Steiner, of Baltimore, Md.
G. F. Peabody, of New York City.
J. F. B. Marshall, of Boston, Mass.
Henry W. Foote, of Boston, Mass
C. L. Mead, of New York City.

Amzi Dodd, of Bloomfield, N. J. S. C. Armstrong, of Hampton, Va.

The State Curators present were Messrs. Jacob Heffelfinger, of Hampton, Va.

J. H. Holmes, of Richmond, Va. Wm. Thornton, of Hampton, Va. Geo. W. Bragg, Jr., of Norfolk, Va.

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states, and six religious denominations, but no one denomination has a majority in-the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly

Christian,

The legal title under which they have rights, powers and obligations is "Trustees of the Hampton Normal and Agricultural Institute.

The school is exempt from taxation.

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on its use of the State money.

They have a veto power on the use of this money but none to direct its expenditure

The United States Government sends 120 Indians here to be educated, paying \$167.co per annum for each one. This pays the cost of their board and clothing.

From fifteen to twenty Indians besides are taken at the expense of individuals.

The yearly attendance of Negro youth is about fourhundred and fifty. There are 75 officers, teachers, heads of the Departments and assistants, nearly equally divided between the Academic and Industrial departments. The great majority of our 590 living graduates and many of our under graduates are teachers in the free schools of Virginia and other States.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of sixty-five thousand dollars must be annually raised to meet current expenses, chiefly salaries of officers and teachers.

A partial Endowment Fund of Five Hundred Thousand dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for about half of its yearly support, but would give it needed stability and strength.

S. C. Armstrong,

Secretary of the Board of Trustees.

Hampton, Virginia, June 30th, 1888.

#### FORM OF BEQUEST.

I give and devise to the Trustees of Hampton Normal and Agricultural Institute at Hampton, Va., the sum of . . . dollars, payable, &c., &c.

#### PRINCIPAL'S REPORT.

To the Trustees of the Hampton Normal and Agricultural Institute.

Gentlemen: -This School, which was opened April 1st, 1868, is now a little over twenty years old. Beginning with fifteen pupils and two teachers, it seems to have reached itsmaximum average of about six hundred boarding students, representing twenty different States and Territories, of whom 135 are Indians, coming from twenty different tribes. latter are chiefly Sioux, and 120 of the number are assisted by Government, the remaining 15 being dependent upon the charity of individuals. Sixteen from the neighborhood attend as day students, but the great majority of colored children in this vicinity go to the preparatory department, the teachers of which are paid by the county, but selected by the officers of this school, which also supplies buildings and out-In this department, now known as the Whittier Primary School, so named in honor of the poet and philanthropist, John G. Whittier, there are about 300 children, and including these, the attendance upon the Normal School grounds averages about 900, which, with the corps of 80 officers, heads of departments, teachers, and assistants, in all departments, makes a total of nearly a thousand souls connected with this The average age of the Normal and Indian pupils is 17 years; that of the children in the primary department is 8 years, and these latter afford a school of observation and practice to the former, which is of great value, and from which a few of the best pupils go up through the Normal course, entering the middle year. We have thus a complete satisfactory whole, from the lowest grade upwards, which in extent far surpasses our first expectations.

The annual outlay of cash received from outside sources for all purposes is about \$100,000, of which \$10,000 is from

the State of Virginia for our work as an Agricultural College. under the Congressional land grant of 1862; \$20,000 a year is a direct appropriation from Congress for the maintenance of 120 Indians, at \$167 apiece, which pays the School's charge for board, clothing, etc. In addition to this, the interest from our steadily increasing Endowment Fund, now yielding, with some rentals, about \$7,000 a year, and gifts for tuition (support of officers and teachers) and for general purposes, amounting to \$63,000 are yearly needed, and, not without hard work, have been received, and make up the estimated \$100,000.

The School has no regular collector of funds, though the agent of the SOUTHERN WORKMAN, Mr. Cayton, a graduate, seeks contributions; it is backed financially by no society, but is related directly to individuals and various religious and philanthropic organizations; its officers, besides their local duties, giving as much time as they can to securing public interest and the aid of the people.

Donations for the current year, not including money for building purposes or endowment, were \$63,875.33; Government aid for Indians, \$19,749.84; from the State, \$10,329.36, and from interest and rents, \$7,874. 7, making a total of \$101,829.00.

Of our 593 average attendance this school year, 17 are day pupils and 576 boarders from abroad, who have been fed, clothed and taught (441 being Negroes), at an expense to the people of \$101,829.00, or at the rate of \$176 78 apiece. This is for boarding students. Including all, the pro rata cost is \$171.72. It should be said that the School remains open the entire year with an attendance reduced by about one-half from June 15th to October 1st. The industries go right on, but there are evening classes, from 7 to 9 o'clock, p. m., and a short afternoon school for Indians.

To this cost to the public should be added that proportion of the total expenses of the school that is offset by the value of the product of our labor system. The earnings of Negro pupils for the current year are credited to them at \$46,017.39. The loss to the School on this, from non-productive labor, which, though highly valuable for purposes of in-

struction, is a direct burden, being estimated at 25 per cent. makes the net value of this labor \$34,513.04. This sum, added to the above mentioned cost to the public of \$101,829 makes a total cost of \$136,342.04. On this basis the proportionate cost of each student is \$236.70.

The small labor product of Indians, their work being chiefly for instruction, and paid for in cash to them personally for encouragement, and to teach them the use of money, does not affect the cost of the School.

Our 80 officers, teachers, heads of departments, and assistants, cost \$47,960.35 this year, an average of \$599.50. Dividing this total by the average number of students, 593, shows the cost of each for administration and academic and industrial instruction to be \$80.87. The scholarship of \$70, intended to meet this expense, falls a little short and is made up by general contributions.

During its twenty years of existence the Hampton Normal and Agricultural Institute has received and expended as follows:

Receipts from Donations (all purposes except Endowment) for the twenty years ending June 30, 1888\$	1,105,091	53
Bureau of Refugees, Freedmen, and Abandoned Lands, received previous to 1870	58,327	80
Donations for Endowment	157,940	-
Government annual aid for Indians since 1879	142,201	
State aid, interest on Land Scrip Fund since June, 1873	164,050	
Value of real estate and permanent improvements		
(cost)	542,100	96

Our plant is throughout in good condition and well insured, both life and property being very effectively guarded from danger by fire.

In this connection I think I am justified in saying that, while much has been given and much sacrifice been made, in the past twenty years for Hampton, not a single Negro school, nor, indeed, any good work whatever, has suffered by

way of weakened resources, for its good fortune. I believe that the whole line of institutional work for the Negroand the Indian, under the various religious societies, has benefited by the public sentiment resulting from, and the support given to, this school. Creative work begets creative work, sacrifice begets sacrifice, and the success or failure of any endeavor is, to some extent, that of all in the same line. And it is not only this indirect good which has come from our twenty years of growth, but we can claim also a direct result in our over 650 full graduates, of whom 590 are now living, who, less 50 who have not done well, with our 200 or more undergraduates, make an effective, vital force of 740 young men and women sent out from here since 1868. Threefourths of these are teachers, and the rest are good, industrious citizens, many of them with families, living in their own homes, and teaching by example if not by precept.

In April last we published an account of our "Ten years" work for Indians," a pamphlet of 88 pages, giving full details of the history, methods, and results of our Indian department, which opened in April, 1878, in response to a "Macedonian, cry" from captive Indians in Florida under the charge of Capt. R. H. Pratt. We are constantly feeling the need of, and propose soon to publish, an account of our "Twenty years' work at Hampton," which shall include a history of the institution, and show what has been done here for both races, especially the Negro, giving also as accurate account as possible of those sent from the School into the work for their people. Many of our friends who for years have given scholarships to individuals, would be glad to know what has become of them, and all would see clearly the result of our efforts as shown in the personal character and success of those trained here.

Although nearly every forward step has been a struggle, yet it is nevertheless true that the School is a growth, deep rooted, rapid and healthy. Never with an overflowing treas ury, seldom with more than sufficient funds to meet the needs of the day, often in perilous arrears, we have so far had no permanent debts, a misfortune which, though often impending, has always been averted by the kindness of individuals

When, in 1872, we began Virginia Hall, which cost \$80,000, with \$3,000 on hand, we took a heavy risk, but our faith in the faithfulness of our friends was not misplaced, and from that and many similar experiences the School has drawn much of its inspiration.

We feel now, that with the exception of one not very costly building, to be referred to later, no important structure is likely to be required for years to come. When this and the new steam plant, most satisfactory and economical, but not quite complete, shall be provided for, it will be possible to give almost undivided attention to the internal economy of our system, to perfect which is a life work. are here not merely to educate students, but to make men and women out of individuals belonging to two downtrodden and despised races; to make of them not polished scholars, but to build up character and manhood, to fit the best among them to become teachers and leaders of their people To this end we must secure the best teachers and apply the best educational methods, for the work is a rounded one, touching the whole circle of living, and demanding the best energies of those who take it up. In God's Providence it has been especially given to this nation as a work to be done, and to be done now, not only for reasons of honor and humanity, but from the lower motive of self-preservation, for our own safety as much as for the good of those who are entreating us for help.

Therefore the strength of some of us has had to be largely spent in ensuring the support of our undertaking, in creating the conditions of existence; but the time has come, when, if possible, this demand should be made less imperative, and we should be left free to give the best that is in us, directly to personal work.

While the institution should, for years to come, have a close hold upon the charities of the people whose representative it is, there should be some foundation by way of a permanent fund, the interest of which should assure a partial support. As we have shown, the interest of over a million dollars is annually expended here, by way of receipts from direct charity, but of this we only ask now for one half.

\$500,000. as an endowment fund. We have already secured \$157,000 of this amount, and there is a prospect of more, which will gradually lessen the strain and make the labor of collection a less important factor in the year's work.

The liberal charter granted in 1870, by the General Assembly of Virginia, has been recently amended so as to give the School a legal right to hold \$800,000 worth of real estate and unlimited personal property for its legitimate purposes, free from taxation.

I would here remark that nowhere has this institution been better appreciated than by the people of the Commonwealth of Virginia. Our graduates report no personal grievances either in this or in neighboring States, although difficulties abound, and there are crying needs. Of these, none is more pressing than that of competent teachers for the Negro common schools, which in this State alone number sixteen hundred.

Let us supply these teachers and we shall control the development of this people.

His Excellency Fitzhugh Lee, Governor of Virginia, said in his last annual message to the Legislature:

"I would also recommend that some legislative action be taken which would authorize the beginning of elementary industrial education or manual training in the common and graded schools. Great technical schools with large endowments are not within the reach of all, but, by moderate expenditure by the local authorities, elementary industrial training can be introduced effectively in a large number of schools. I consider this a matter of great importance for the future, as bringing about a more rapid development of the products of our State, and making useful members in their respective communities of her citizens. The Miller Manual Labor School of Albemarle County would be able to furnish many teachers in this line for the witte classes, while the Hampton Normal and Agricultural Institute could furnish teachers for the colored classes. The splendid work which the two institutions I have named are doing within the limits of this Commonwealth, cannot be over estimated, and their accomplished superintendents could doubtless give valuable suggestions as to the feasibility of introducing manual and indus trial training into the public school system."

It is evident that the Old Dominion intends to hold the lead she has taken educationally and otherwise in the South,

and the Governor's wise and timely words must commend themselves to all. Certainly the friends of the Negro have a right to be more hopeful than ever before, as to giving the race the chance it needs to attain a self-supporting manhood.

In 1870, this School organized under a State charter, having previously had a charter under the general law, and I herewith quote from my first report to the Trustees after that organization:

"Let us consider what answer to our problem is indicated by the character and needs of the freed people. Plainly a system is required which shall be at once constructive of mental and moral worth, and destructive of the vices characteristic of the slave. What are those vices? They are improvidence, low ideas of honor and morality and a general lack of directive energy, judgment and foresight. Thus disabled, the ex-slave enters upon the merciless competition incidental to universal freedom. Political power being placed in his hands, he becomes the prey of the demagogue, or attempts that low part himself. In either case he is the victim of his greatest weakness-vanity. Mere tuition is not enough to keep him from being a tool, politically and otherwise. The educated man usually over-estimates himself because his intellect has grown faster than his experiences of life, but the danger to the Negro is greater, proportionately, as his desire is to shine rather than to do. His deficiencies of character are, I believe, worse for him and the world than his ignorance. But with these deficiencies are found docility, enthusiasm for improvement and a perseverance in the pursuit of it, which form a basis of great hope and justify any outlay to secure the ablest services in his behalf."

This report, based on the experience of two years, urged a combination of study and labor, claiming that the latter would create such bodily vigor for the former as to make better men and citizens without any loss to their "book learning." It opposed instruction in the dead languages, favoring an elementary course with certain disciplinary studies, on the ground that "vital knowledge cannot be got from books; it comes from insight, and we attain it by earnest study and thought under wise direction." It advocated co-education of the sexes, which has unquestionably been a success, and stated that "of all our work that upon the heart is the most important." These ideas have been built upon,

are to-day the foundation of this work, and seem likely to remain so.

Experience has strengthened my conviction of the value of labor as a moral force. The Night School (see Miss Johnston's report) was not originally thought of, but the Negro's enthusiasm for improvement and perseverance in it have been found to bear more strain than we had thought possible. This school, in which our largest single class of 170 students work all day, and study from 7 to 9 o'clock, has by its unflinching labor almost eliminated the element of personal charity from our system, but has made it, as a whole, more expensive.

By it our students' personal wants are supplied through their own earnings, although it must be understood that much of this is at a pecuniary disadvantage, instruction being considered as much as production.

In rounding out and perfecting our work nothing is of so much importance as a vigorous effort in every department, which shall weld labor and study into a harmonious whole, and for which a personal force is required, which is hard to get.

We must, if possible, put up this summer the Science Building, before alluded to, which will cost, if of brick, \$16,500 but which, probably, will have, for economical reasons, to be of wood, at a cost of about \$12,000. Much instruction in the dead languages has been given to the Negro, but very little in the facts, the forces, the resources and capacities of the world around him that he must learn to deal with, if he is to advance.

This will contain four additional recitation rooms to provide for our overcrowded classes, a laboratory and lecture room for elementary physics and chemistry, the same for natural history, a working museum of geologic and other specimens, and in the third story, rooms for thirty postgraduates. Many of our graduates, after several years' work, realize the need of another year at Hampton, to freshen their methods of teaching and broaden and lift them up after their life in the midst of low surroundings. Especially they need a course in Bible study which shall better fit them to supply a pure Gospel in regions where religion means rather physi-

cal excitement than moral good. We who live in a high civilization can have little idea what the conditions are in some parts of the South, especially in the country regions, where the teacher is often the only source of sound truth. Our graduates, so far as they carry out the instruction which they receive here, work always on undenominational lines. For valuable facts in regard to their work I refer you to the report of the Chaplain, Rev. B. H. Frissell.

Of the Negro generally, I will only say that there has been, in twenty years, a marked change from an universal eagerness for "knowledge" for its own sake, with little comprehension of its real value or of the difference between it and "wisdom," to a more widely diffused and more intelligent idea of education.

Our graduates, of course, report different conditions in different places, some of their people being indifferent to schools, neglectful of their children, and in all respects at a stand still, while in others there is a progressive spirit, eagerness to learn, and a seemingly hopeful future. As a whole, I think that industry is gaining on idleness, and virtue on vice, but it is curious to notice how the tendency to form fixed grades is producing a stronger development in both directions; that is, there are more individuals who are decidedly bad, as well as more individuals who are decidedly good.

During the first ten years of our school life our work was looked upon with disfavor by the Negro leaders as providing only a low grade of instruction, but now there is a steadily-increasing demand for chances to learn trades, and an evident appreciation of industrial education. The leading thinkers among the Negroes are urging the industrial idea upon their people, and I think that the time is ripe for the Southern States generally to introduce simple teaching of the use of tools into their free schools, though probably the Negroes will respond to this innovation more quickly than the whites.

The words of Governor Fitzhugh Lee, which I have above quoted, are timely and wise; Virginia's example will stimu-

late her sisters and create a fresh, vital force in Southern civilization. The trustees of the "Slater Fund," in establishing and encouraging industrial departments in the principal colored schools and colleges, have done good and noble service for the race and the country, and we may well pray for more such benefactions. Throughout the South, the Negro mechanic is the best housed, the most self-respecting and respected of all classes of his race, outranked, if at all, only by a few capable teachers, preachers and professional men. Yet it must be recognized that the race is, after all, agricultural, and will find its strength in the ownership and proper tillage of the soil. And this means much for the backbone of every civilization is its farmers, who represent hard work, and are coming to represent it with intelligence superadded.

To the Indian question I need refer but briefly, as the pamphlet just issued, "Ten years' work for Indians at Hampton Institute," stands for our ideas and experience on that subject.

Secretary Teller has pungently said:

"The Indian question will never be settled till you make the Indian blister his hands. No people ever emerged from barbarism that did not emerge through labor."

If these people are to survive and succeed they must first of all learn to work, and to work chiefly as farmers. the action of the Dawes Bill and other influences, reservation life must soon change to a system of individual holdings, though, unless the movement is guarded and carefully conducted, vagabondage and much suffering will follow. proposed transition is tremendous but inevitable, and our Indians have undoubtedly arrived at the most critical period of their existence. Their past life has been such as to put them at a terrible disadvantage, and never did they need the wisdom of their friends more than now. If they can be placed on good lands, assisted by practical farmers, under local laws, but protected by the courts, with schools at which attendance is compulsory, and supplied with friendly care and counsel in their new relations, there is hope, provided always that politics do not control the appointments

if anywhere, should the rules of Civil Service Reform be applied, for the helpless Indian has a peculiar claim to fair treatment.

Some legislation which shall carry out these and other ideas in the same line, such, for example, as that prepared by Prof. J. B. Thayer, of the Harvard Law School, and endorsed by the Indian Rights' Association and other students of the Indian question, is a need of the hour. President Cleveland's recommendation of a commission of six, three from the army and three from civil life, to have a direct relation to government and the Indian work, seems to offer the only hope of a settled Indian policy. The changes which are constantly made are most injurious; it is largely the steadiness of missionary work which makes us feel that it is the only permanent force which we can count on in Indian life.

Last summer four of our school officers visited the reservations, two of them taking out and bringing back parties of Indians, and all of them made thorough inquiry into general conditions, but especially as to the record of returned Indians. Miss Folsom's report, as herein given, is. I believe, based on trustworthy information, and is encouraging.

Congress has this year made the usual appropriation of \$167 apiece for 120 Indians at this school, and provided, besides, the sum of one thousand dollars for the transportation of twenty-nine Indians, whom we will educate at private expense. For this addition we are indebted to the kind and helpful interest of Senator Dawes, of Massachusetts.

A number of our three year Indians have asked for an extension of time, and a second term would, I think, be invaluable. This, however, should cost something, for if education by self-help could be applied to the Indian as it is to the Negro, it would go far towards making men of them. The wisest thing in reconstruction was the refusal, at the end of two and a half centuries of unpaid labor, to give the Negro the coveted "forty acres and a mule."

The Indian's endowment of land and his right to rations is like a millstone around his neck, for only when it is work or starve will the average man work, and President Garfiel's

gave the best solution of the problem when he said in his last speech delivered here: "For the Indian labor must be, for the Negro labor must be free."

The plan of "outing," i. e., placing Indians among white farmers, so splendidly carried out by Capt. Pratt with his Carlisle Indians in Pennsylvania, is the soundest method of teaching the "white man's way." It is like learning to swim by being thrown into the water, and ought to be widely extended, but would require a central school in each State to receive and fit the Indian for his place.

Never were onr students so eager as now to spend the summer among the farmers of Eastern and Western Massachusetts. The largest party that we have ever sent went this year in June, 51 in number. It is considered a reward of good conduct to be permitted to go North to work all day at moderate wages among the thrifty farmers of Berkshire and Middlesex Counties. With very few exceptions we have found Indians ready to work under fair conditions, and it is surprising, when we consider what their past has been, that they show so much good sense and so manly a spirit.

#### The Work of the Year.

The following named Reports, by heads of departments, and the Reviews of certain aspects of the School as herewith given, indicate its condition and progress for the session of 1887-8, ending June 30th.

- 1st. Report on Normal School work by Miss M. F. Mackie, Lady Principal.
- 2d. Report on Indian classes (34 out of the 135 Indians being in Normal classes), by Miss J. E. Richards, in charge.
- 3d. Report on Evening School by Miss Emma Johnston, in charge.
- 4th. Report on the Whittier Primary School, preparatory department, by Miss E. Hyde, Principal.
- 5th. Review of the Normal and Evening Schools by Mrs. J. N. Tillinghast, teacher.
- 6th. Review of the Indian Department by Miss Helen W. Ludlow, teacher.
- 7th. Review of the Social life and Missionary work of students, by Miss J. L. Worcester.

- 8th. Report on Returned Indians, by Miss Cora M. Folsom, Correspondent.
- 9th. Report on Record of Graduates of the School and on their work in the South, by Miss A. E. Cleaveland, Correspondent.
- 10th. Report on the Distribution of Reading Matter among Graduates, by Miss R. E. Tileston, in charge.
- 11th. Report on the Discipline and Military Department, by Mr. George L. Curtis, Commandant.
- 12th. Report of acting Chaplain during the summer and on religious work for Indians, by Rev. J. J. Gravatt, rector of St. John's Church.
- 13th. Report on the Moral and Religious work of the School, and kindred matters, by Rev. H. B. Frissell, Chaplain and Vice Principal.
- 14th. Review of the various Industrial departments, giving the substance of the reports of the respective managers, by Miss Mary R. Hamlin, teacher.
  - 15th. Medical Report, by Dr. M. M. Waldron, Resident Physician.
  - 16th. Report on Library, by Miss Helen S. Baldwin, Librarian.

In addition to these printed reports your attention is called to the written reports, herewith submitted, for the special benefit of the various committees appointed to examine each branch of industry summarized below in Miss Hamlin's report.

- ist. Report on the Girls' Industrial Department, including sewing, tailoring, dress-making and repairing, and the manufacture of underwear—also on Girls' Gardening, by Miss M. A. Galpin, manager.
- 2d. Report on Colored Girls' Laundry, by Miss Evelyn Foote, in charge.
  - 3d. Report on Cooking Class, by Miss Bessie Morgan, in charge.
- 4th. Report on two School Farms, the "Home" and "Hemen-way," the "Huntington Industrial Works," and on the farm black-smith and wheelwright shops, by Mr. Albert Howe, General Manager.
  - 5th. Report by Mr. F. C. Briggs, Business Agent.
- 6th. Report on Indian workshops: Carpenter's, Wheelwright's, Blacksmith's, Tinner's, Shoemaker's, Harness, Painter's, and Technical Shops, including Girls' Carpentering, by Mr. J. H. McDowell, General Manager.
- 7th. Report on the Printing Office and Bindery, by Mr. C. W. Betts, Manager.
- 8th. Report on Machine Shop and Engineer work, by Mr. C. J. Jackson, in charge.

I hope the Trustees will look thoroughly into the condition and accounts of each department, which will be less difficult to do by reason of the visits made this year by the members of the Executive Committee. I would urge upon you, gentlemen, as much of this occasional visitation as possible, in order that your relations to the work may be more vital and effective.

The new Steam Plant, costing to date \$28,814.85, has been successful and economical—last summer's expenditure of \$7,039.84 having enabled us, with the more advantageous use of saw-dust, to make a saving equal to 250 tons of coal; three thousand dollars are still due on the Plant. To ease the hard and wearing pressure on the boilers, which increased work calls for, and which will soon use them up, two new boilers and other improvements in the old system are imperatively and immediately needed. This will cost about five thousand dollars, but the saving of wear and tear from this outlay would be a good interest on the amount expended.

One thousand and thirty-six (1036) tons of soft coal, at \$3.25 per ton delivered, have been used this year; saw-dust, slabs and shavings, from the wood-working department, will be all the fuel required to make steam for cooking and for the steam engines from May 1st to October 1st, five months.

Our greatest undertaking in recent years has been this steam system, in which there are, with "mains" and "branches," 4040 feet of underground pipe in brick trenches, carrying steam to heat 14 large buildings with a capacity of 2,329,197 cubic feet, containing 11,960 square feet of heating surface, to cook for 600 boarders (300 in summer), to supply power for three engines and also for the Laundry machinery, water and gas works, the entire year. Once in complete order it will be an economy.

More capital is needed to develop the Engineer Department and Machine Shop which, besides large responsibilities and duties in the school, has a small but increasing run of outside work and has made this year its best financial showing.

Negroes have a better chance in the lumber and iron in-

dustry, and in machinery for wood and iron work, than in most other manufacturing interests of the South. Many of them have a decidedly mechanical turn and should have advantages to acquire skill.

The "Huntington Industrial Works," employing 48 students, have more than paid their way this year, and have been put into excellent order, with some new machinery, at a cost of about \$3,000, without taxing the resources of the school. They have sawed nearly two million feet of southern pine logs and done a business of about \$70,000, all in this vicinity. We find fewer able bodied students of powerful physique applying for the heavy work of the saw-mill and farm, but a larger proportion of younger and lighter men.

The Printing Office employs 10 students, 3 graduates, and extra journeymen from the Soldiers' Home in emergencies, and more than pays the expenses this year, but the profit is more than offset by the loss in printing the SOUTHERN WORKMAN, monthly, and the cost of school printing.

The Indian Training and Technical Shops employ 48 Indian and 18 Negro young men. Here the majority of Indians learn a trade, and in the Technical shop get a general knowledge of the tools used in wood and iron work, the whole system fitting them to repair their own houses, carts, etc., and to be comparatively expert in some other one trade. Farming is the chief occupation of those who master no single trade.

More thorough work in farming is desirable, and we hope to give to each Indian qualified for it two "outings" of three and a half months each during his four years' course. While western agriculture is different from that in the East, the knowledge and labor discipline gained here will suffice for success, as experience of returned Indians has shown. Farming is generally the basis of Indian life. Of our 210 returned Indians thirty (30) are self-supporting in other ways than farming.

The School's two farms, fully reported on by Mr. Howe, manager, suffered heavily from the entire loss, by pleuro-pneumonia, of their herds of cattle, which, with twenty yer

care, had become superior stock. They were taken in charge by an expert Veterinary Inspector, Dr. Walrath, sent promptly from the Department of Agriculture at Washington, whose skilful and devoted work for three months I am glad to acknowledge; 103 head,mostly of fine grade cattle, were killed, for which government has allowed the sum of \$1300. Including the loss of our dairy trade the School's net loss is about \$3000. After thorough disinfection and four months' quarantine we hope to begin, next July, a new herd. Introducing right kinds of stock—horses, cattle and swine—is good missionary work, of which we have done much.

It is important to increase the range of Girls' industries, to give them a better chance in life, to help relieve them from the disadvantage of their sex in the labor market. Our girls' garden, begun last year, has worked admirably and taught a means of at least partial support to many. Adding to our single satisfactory green house several others, would give girls a chance to learn the Florist's trade. I think a good northern business could be built up besides a fair local trade already well started.

You will see, from the report of the Business Agent, that the students' bill of fare has this year been remodeled and improved somewhat, adding to its immediate expense, but telling favorably upon the condition, both physical and mental, of the students.

A liberal and unexpected gift of \$15,000 from Mr. D. W. McWilliams, of Brooklyn. New York, a residuary legatee under the will of the late Frederick Marquand, met the need expressed in my last report of a new building to replace the old "Butle- School House." We now have admirable and most satisfactory accommodations for our Primary Department of 300 children, including an industrial room for girls work and a shop for boys, which we hope to make a model for the graded schools of the State. It now bears the name of the "Whittier Primary School."

If it shall seem practicable, we intend to increase our local influence in behalf of temperance and decency, by estabhishing a "Holly Tree Inn" upon the plan of those which have been so successful in Northern and English cities.

In Academic, i. e. in class-room work, we have endeavored to avoid the tendency, somewhat remote as we are from the centres of educational thought, to get into ruts, rather than keep abreast of the best experience in methods of teaching. Besides much mutual discussion, visiting of classes, careful grading, and effort in other ways to unify and improve the school work, we have called in the best skill to inspect, indicate weak points' and advise. More constant study and supervision of the Academic work, than any one person can now give, seems to be desirable.

A number of teachers hope to attend the Institute for teachers to be held in July at Niantic, Conn., under the auspices of the State, to get the benefit of instruction and discussion by experts in normal work. Miss Mackie reports fully on this department.

Total number of graduates to date	652
Number now living	590
Number who have failed to do well (about)	50
Present effective; chiefly teachers	549
()f undergraduates who attended school from two to nearly three years, the estimated number of those	
who have been from fair to good teachers is	200
Total teaching force sent into the field, 740.	

From records we find that about ninety per cent, of those fitted to teach enter the work, and about seventy-five per cent, make it their life work.

The young women stick to it better than the men, many of whom, after a few year's teaching, go into various businesses, such as farming and store-keeping, some enter the ministry and other professions, a few go into politics, with, as a rule, no good result. The majority have homes of their own; marriages among graduates are frequent, and this is fortunate, for the family is the unit of Christian civilization.

To the above list of 740 I think it would be fair to add at least 250 more, who, though not competent to teach, have, by one or two years of our discipline and instruction, been much improved, and are good citizens.

#### SPECIAL NEEDS; CURRENT EXPENSES.

Omitting much that is desirable which can wait, the present pressing needs of the school are as follows:

tories for practical instruction in elementary physical science, and to accommodate thirty post graduates.....

16,500 00

Total..... \$24,500 00

The proportionate expense of this year has not exceeded that of the two previous years. It has been met (aside from State and Government sources which cover less than a third of it), by gifts of annual scholarships of \$70 each, by liberal aid for general purposes, by legacies available for current expenses, and by the small but increasing yield of the endowment fund, and by rentals, amounting in all to about \$70.000. For details see report of the Treasurer, Mr. F. N. Gilman.

The question naturally arises: Do the Negro and the Indian races realize a harvest of moral results commensurate with this outlay of public and private funds amounting to about \$100,000 a year? Does it pay in the industry, knowledge, character, good citizenship, and last, but not least, intelligent public sentiment which come of it? This report states the facts; it is for the friends of these races to decide the question.

#### IN GENERAL.

Of the State Curators appointed by the Governor, the Rev. J. William Jones, D.D., and the Rev. W. G. Alexander, have resigned, having left the State, and Rev. Geo. F. Bragg. of Norfolk, and the Rev. Chas. Minnigerode, D.D., of Rickmond, have been appointed in their places.

Few changes are expected among the officers and teachers.

For the first time I report a small decrease in the number of students; due to no less applicants but to more strict conditions; the youth of many cutting them off. About a thousand apply every year. There is, through the work of the common schools, an increase of younger male applicants, but some decrease of full, able-bodied men. Colored girls show a growing eagerness for education, and, as a rule, make the best teachers.

The school is fortunate in being in a friendly and prosperous neighborhood; one of remarkable historic interest, and, from its geographical position, healthfulness and beauty, of great prospective importance as a commercial and social centre. Nowhere in the country can be found, I believe, so favorable conditions for the work we are doing in helping the youth of two races to self-support, Christian manhood and practical usefulness.

Respectfully submitted,

S. C. ARMSTRONG,

Principal.

Hampton N. and A. Institute, June 30, 1888.

#### Normal School.

In reporting for the Academic Department of the school year ending June 15th, 1888, the twentieth year of the school, it is almost impossible not to glance backward for a moment over the score of years just closing and, while marking the steady growth and improvement of the school, to express the hope that the next twenty years may bring to it a higher and more successful standard of scholarship for its students, a wider and more unembarrassed field of usefulness for its graduates.

The earliest catalogue of students in attendance is that of the year '70-'71, when the first class, numbering 19, was graduated, the total enrollment of the school being 86; number of officers and teachers, 11. To-day we catalogue 648 students for the present year; numbers of officers and teachers, heads of departments and clerks, 80.

Formerly we accepted as candidates any who presented themselves for examination; now our method is as follows: In response to written applications for admission to the school we send printed forms, containing about 20 questions, which the applicant must fill out in his own handwriting and return; if this is satisfactory we send a card of admission. The number of applications received at the office last year was a little over 1,000. In reply to these, 670 forms were sent, of which only 361 came back to us, and out of this number we sent admission cards to 274-201 for the night class, 72 for the day school; this number of cards netted us 165 new students. The applicants represented 26 States: 13 southern, 7 western, 3 middle, 3 eastern—the large majority, 378, being from Virginia. In the 86 students of 1871, 7 States were represented: 5 southern, 1 middle, 1 western. Then, as now, Virginia led off with 61 out of the 86 students. comparison of statistics shows that, while the school is every year farther-reaching in its influence, the great bulk of its benefits goes to the State in which it is planted and which aids in its support.

The following is the enrollment of the year:

_		,
(,	1 T	/۲

	Colored.	Indian.	
Senior Class	14		14   2
Middle Class	59	4	63   9
Junior Class	57	8	65 3
Night Class	<b>i</b> i	1	62
Indian School		24	24
Mothers at home		3	3
Young Children		2	2
		_	
	1 <b>9</b> 1	42	233

DOVS.	В	0	ν	s	
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	Colored.	Indian.	
Senior Class	27	2	29   2
Middle Class	64	11	75   9
Junior Class	83	10	29   Norm 75   87 93   11
Night Class	143	7	150
Indian School		61	61
Massachusetts		2	2
Young children		5	5
	317	98	415
	317 Pastor's C	llass, 11.	

Grand total, 649. Daily average attendance, 597.

Of the 11 in Pastor's class, 10 are in the Normal classes, and have been counted in both departments, but only once in the grand total.

The present year has but little to distinguish it from many others, so far as the strictly academic work is concerned. The work of organizing and carrying it on has been comparatively easy, from the fact that but few changes were made in the corps of teachers, the vacancies in the Normal school being filled by teachers of the night school, who have been able to take half-day work in connection with their evening classes. While this arrangement increases to some extent, the expense of the teaching force, and cripples us also for study-hour teachers, the work done in the two schools has been more unified and so more satisfactory.

We are sorry to be obliged to record the loss of one of our most efficient and valued teachers, Miss Alice M. Bacon, who resigned in the middle of the year for the purpose of accepting a position in the "Empress School" of Japan, a loss which we hope will be only temporary for us, and not extend beyond the time for which she has ac-

cepted her new position.

Miss A. G. Baldwin, the head of the Night School, has been taking a year out for rest which she much needed, but her duties have been well carried by Miss Emma J. Johnston, one of her assistants.

The class sections have been large, but by a rigid system of grading, the class work has been kept up to its usual standard. Prof. Carrol of the New Britain, Ct., Normal School, during a recent visit commended this feature of our school, saying he had never seen classes where the ability of the students seemed so uniform. promoting and "demoting," as our students say, which is done regularly from the whole school three times a year, and may be done at any time for an individual pupil, whenever a majority of the teachers desire it, is often a trial to the student and is not a pleasant duty for the teachers, but in every case it results in a higher attainment of scholarship to the student. The only change we have made in our text-books is to introduce a small manual in our Natural History Classes, called "First Steps in Natural History, by Paul Berh," where formerly the instruction has been entirely oral. Our object in doing this is to save the time of both teacher and pupils in giving out and copying the notes. Just here I would like to say that Prof. Carrol, who spent a few days with us, looking into our class work, criticising both work and methods, recommended that we should make still more use of illustrations and objects in our teaching, particularly for the lower classes. We see the wisdom of the suggestion, and shall be

glad to avail ourselves of it in our future work.

For the second time we have had a Senior class of teachers, it being made up entirely of those who had at least a year's experience of teaching, some more. We feel more than ever convinced that we have made no mistake in what was at first tried as an experiment, the year of teaching between the Middle and Senior years. We hope it will come to be considered as a fourth year of the course, so long as it returns to us students more mature and more intelligently earnest about fitting themselves for their work as teachers. That the students themselves are coming to appreciate its advantages is shown in the following quotation from the letter of one of our girls, now out teaching, who will be a member of the next Senior class: "I feel much benefit from being allowed to teach this year before graduating. I am sure experience will better fit me for school next year."

For several years we have been in the habit of holding a three weeks' Institute for our Senior class directly after commencement, which has been conducted by a specialist from the North; last year we decided to try home talent, thinking that in some ways the work might be better adapted to the needs of our students, if done by those who live near enough to be able to visit them in their schools. and so better understand the peculiar difficulties and disadvantages under which their work has to be done. We were well satisfied with the result. Beside the Senior class of 33, we had 50 in attendance from the near counties, making over 80, most of whom were here for the full three weeks of the Institute. The State of Virginia holds summer Institutes for her teachers, and they are required by law to attend, often at a great expense, which the poorly paid teacher can ill afford. This institute being near, and comparatively inexpensive. met the requirements of the superintendents, and we have heard many times during the year, how much the young teachers have been helped by it. It adds, of course, to the interest of our pupils, to have this contact with teachers already in the field. The same plan will be followed this year; we hope, with still greater results.

In our Sewing Department, this year, we have been enabled to offer the girls a new advantage, and that is, a chance to learn to draft and cut dresses by a system of measurements called "Rood's System." It supplies a demand which we have felt but have not been able to meet before, and the older girls have eagerly availed themselves of the opportunity, though the time for the work has had to

come out of their recreation hours.

We are happy to report that the Girls Garden, which was an experiment last year, begun under not very favorable circumstances, proved very successful, and became very popular, not only as a means of healthful out-door exercise, but of adding a pleasant variety to the school diet. It has not been difficult this year to secure good gardeners among the girls. For those who gave their full time to it, it proved a very paying industry, they earning nearly three times as much there as in any other work open to the girls.

In speaking of the girls work I would like to call attention to one point in which, I think, they excel the boys. Their chances for

work are such they earn much less than the boys, but they save more of what they earn, to pay school bills with, and when out of school, if they have left with debt upon them, they are more likely to pay it. They seem to feel its weight pressing upon them until it is settled, I have so often noticed this fact, which is, I think, very greatly to their credit, that I feel they are entitled to this public recognition of it, and I trust they will see to it that their record, in this respect, is sustained in the future.

MARY F. MACKIE, Lady Principal.

#### Indian School.

At the beginning of the school year, after the arrival of the October party, we numbered 135 Indians, including one in Massachusetts, but not including five little children under five years of age, who are here with their parents. The number was, until May 28, 131, (38 girls and 93 boys). At that time, 8 boys and 6 girls left for their homes in Dakota and Nebraska, under escort of Dr. Anna H. Johnson, so that our number June 30th, is 117; 32 girls and 85 boys.

But one death has occurred during the year, and only one has been returned for delicate health since October 1st, until the spring

The following tribes are represented:

Sioux	71
()maha	14
Winnebago	7
Sac and Fox	· .
Wichita	í
Comanche	I
Pottawatomie	4
Delaware	ī
Ab. Shawnee	1
Pawnee	7 2
Mandan	1
Onondaga	ī
Oneida	2
Chippewa	
Pima	
• 1111a	
	117

In July the Vice-Principal returned from the West with thirteen mahas and Winnebagoes, and in September the Rev. Mr. Gravatt took back nine pupils to Dakota, and one to Indian territory, returning with a party of twenty-six from Dakota and Nebraska, ten of whom were former Hampton students anxious for further instruction.

As two other officers of the school were at the West last summer, and visited the agencies whence most of our Indians come, the report on returned Indians can be especially full this year, and its testimony is very encouraging.

The class work the past year has moved on much as heretofore, as may be seen from Miss Ludlow's report. The teachers learn from experience how to lay the foundations more surely, and the progress of the new Indians, in the main, has been good. Some of our more advanced scholars, who are taking the Normal course, have done particularly well, the two Indians in the Senior Class, and several of the Middlers and Juniors, holding their own with their colored class-mates in a way that is very gratifying. The evening Study

Hours have shown much earnestness.

At Winona Lodge, the Laundry and Sewing Room have had their busy workers, and washing, ironing, sewing and mending, have progressed as usual. The lady in charge of the Sewing School reports decided improvement, especially in cutting and fitting. Two of the graduates of our Laundry, after their return to the Omaha Agency, found employment there. Of one of these, who was at the Mission, the Superintendent said to Miss Fletcher: 'No one has ever done so well in that department." Miss Fletcher added: "I was shown some of Susan's handiwork, and it would have been creditable to any laundry in the East." Every morning brushes and brooms are brought into requisition at Winona at an early hour, as not only the girls' own rooms, but the great Hall, the Assembly room, the stairs and the corridors, must all be in readiness for inspection by half-past eight, when the bell rings for school. Some of the girls also take charge of the teachers' rooms. Friday and Saturday are scrubbing days, and then a small regiment of scrubbers go down on their knees to ensure the whiteness and cleanliness of the floors. They enter upon this with great alacrity. As one of them expressed it once: "When we begin to scrub, then we begin to sing." girls have only their own work to do; the sewing and washing for the Indian boys (except a few shirts taken "to do up," for practice) are done in the large school Laundry and Industrial Room; so each girl can have drill in sewing, laundry and housework throughout the year, and there is room also in the cooking classes for all who have The teacher of these elasses has "nothing but good time to attend. to say" of her pupils this year. Their course has included lessons in making bread, soups, stews, and preparing meat, vegetables and sick room cookery.

The nurse at Winona has given some instruction in making bandages and poultices, and fomenting eyes. It was a pretty picture one day in the dispensary, when a cunning little four year old Omaha, perched on a chair, played the part of lay figure with placid patience, while a knot of girls of various tribes, under the direction of the doctor, fastened different kinds of bandages about her head, and hand

and heel.

Fourteen of the girls take lessons in the technical shop, where, after learning the names and uses of tools, they are taught how to make a square, a box, a wooden flower pot, etc. until the most skilful are ready to undertake the manufacture of a table of pretty design. The art of putting in glass is also to be given them.

Many useful or aesthetic articles have been made in the Fancy Work Class to decorate the pirls' own rooms, or to bestow as Christmas gifts upon their friends, or to be sold in aid of some good object:

A great step has been taken at the Wigwam by enlarging the

boys' Assembly Room, and also cutting a door into the sitting room of the lady in charge, with its sunny windows and open fire, where the boys find a friend ever ready to give them counsel and help. This arrangement seems to impart a new atmosphere to the building, and the sense of comfort and of home which it gives, the boys have been quick to appreciate. Books, magazines, pictures, games and music, afford pleasant and profitable recreation for leisure hours. They have now plenty of space as they gather for their evening roll call, followed by brief devotional exercises, or on a Saturday night, when there is no more general gathering, for a spirited debate by themselves.

One of the boys has taken lessons on the church organ at St. John's, and three of the little boys, and six of the girls have received instruction from Mr. Rathbun on the cabinet organ. Most of these he reports as apt scholars.

He speaks very warmly also of the singing of the four Indians in St, John's choir, especially of their rendering of the somewhat difficult Easter music this year, and of the success of the five boys in the School Band, two of them being among its best performers. The pleasant intercourse fostered by this band practice between the colored and Indian musicians is also commented on.

In their Industrial training, the boys are divided as follows:

Carpenters	7
Harnessmakers	ź
Tinsmiths	3
Shoemakers	Ğ
Painters	3
Wheelwrights	. 3
Blacksmiths	2
Tailors	4
Technical Shops	23
Farmers	23
Engine Shop	Ī
Printing Office	1
Janitors	2
	81

The "Indian Reservation," in the rear of Winona, draws many visitors. Here six little cottages, with their three cosy rooms, curtains at the windows, bright pictures on the walls, offer pleasant homes for our Indian families. The modest lawn in front is separated from the road by a low fence, meant, however vainly, to discourage the very enterprising little braves within from perilous voyages of discovery to the Steam Laundry, the Gas House, and other points of interest. We have two Omaha couples and four Sioux, besides a young Omaha widow and her little girl, who came to Winona last summer. This family life must add to the care, and anxiety and expense of the school routine, yet it has its bright side as well, and we believe teaches many lessons. Two of the cottages particularly are kept as neat as wax, and are truly object lessons to all who enter them, whether they are skeptical tourists, who fancy it an impossibility for Indians

to be tidy, or the other scholars who contrast these homes with very different log cabins and tipis to be found on a Western Reserve. The married men all attend school and work in the shops or on the farm. Two of the women have been for a time in the Night School, while others have attended the Day School more or less regularly, or received instruction at their own homes, besides the training bestowed upon them in matters of housekeeping, and care for their husbands and little children. Tiny gardens have been laid out by the occupants of the cottages to raise a few vegetables for their tables. The

men have also planted potatoes in the large school garden.

After learning how to make money, it is very needful for our Indians to gain some idea of its proper use, how to save it, and how to spend it with wise forethought. Domestic economy is not a branch easily acquired on a reservation, where once a fortnight comes the issue of rations, and once a year the issue of divers necessary articles, from needles to blankets. It is a step we believe in the right direction if our cottagers can learn how to make a small sum, (from \$1.50 to \$2), provide breakfasts and suppers in their homes for a week, keeping meanwhile a strict account of each article purchased. We give the accounts of two of these householders for a week, one being from an Omaha the other a Sioux.

The spelling is not corrected.

i he spelling	Z 1S 1	not co	orrected.		
Sugar	2	pds.	.12	Potatoes	25C.
Coffee	1.2	• ••	.15	Meat	60
Bacon	2	••	.16	Coffee	10
Lard	1	••	. <b>0</b> 8	Salt	05
Potatoes	ı	pk.	.30	Dried Apples	30
Butter	1/2	pd	,15	Shugar	15'
Beans	2		.10	Butter	15
Maet	7	4.	.70		
Molas,	10	•	·		\$1 50
					-

**\$**1 86

Their milk and flour are furnished them. In each of these two families there is a child.

Last summer's outing for more than thirty of our pupils, among the hills of Massachusetts and Connecticut, was a very successful one. Hon. Marshall S. Bidwell, who has for eight or nine years taken a kind interest in our Berkshire parties, thus reports upon the last:

"The Indians of both sexes that came to Berkshire last summer, proved themselves exceptionally deserving young people, and gave very general satisfaction to those who received them. I have not heard a single complaint of those in Monterey, and except two or three of those in Barrington, (only one of whom was at all trouble-some), throughout my knowledge, they carried away the respect and admiration of their employers."

A friend in Barrington writes:

"One had but to watch their faces and listen to the expressions of warm attachment between them and their friends of the summer, as they gathered at the station to return to Hampton, to feel that the three months campaign in Berkshire, of the Indian boys and girls had been indeed a step toward better things for the race."

In the missionary work of the school, the Indians have had some A member of our Lend-a-Hand Club has had a class of adults in the colored Sunday School at Buck Row, and both teacher and taught have shown much interest. A few others, both boys and girls, have accompanied one of the teachers to the cabins of Little England, to read the bible to some of the old and sick, thus carrying

to others the light they have themselves received.

Special care has been taken this year to impress the Indians with the thought that the idle, aimless, dependent life of the past is almost over, that in the future it will be "work or starve," and that only by the "blistered hands of toil" can their own or any race be civilized. To learn the meaning of a real purpose in life, and to hold to it with true Christian earnestness seems the lesson of the . hour for our scholars.

JOSEPHINE E. RICHARDS,

In Charge.

# Night School.

Total attendance since Oct. 1, 1887,	212.
Males (7 Indians),	150.
Females (1 Indian).	150. 62.
No. on roll April 20, 1888,	171.
Males,	115.
Females,	56.
No. who have left from all causes,	35.
No. not admitted on account of scholarship.	20.
Average attendance,	152.

Although our numbers have not been so large this year as for the past few years, there has been no decrease in the earnestness of our students. In fact, I think they are as a whole, the most promis-

ing of any that we have had for a number of years.

There has been no radical change of plan this term, except that we have tried one experiment, namely, the introduction between our Preparatory and Junior classes, of an intermediate class. been one of the most satisfactory classes, and its students will undoubtedly do excellent work in the Junior class of the Normal Department next term.

Much attention has been paid to writing and spelling, for we feel that these are very important stories in the foundation of a good education. It is hard to make our students realize how important, but we labor patiently on, comforting ourselves with the thought that, "Rome was not built in a day," and that the habits of a lifetime are

not easily overcome.

There has been little change in the text books from thos: that were used last term. Some supplementary reading books have been added, which the students find a pleasant change from their Story of the Bible, and Stories of American History,

The preparatory classes are laboring patiently over reading, writing, arithmetic, and language, finding in many cases, that there is more to be learned in the beginning of these studies than they had imagined before they came here. Much pains is taken in these classes to teach the pupil to do neat and careful, as well as correct work, for we thoroughly believe that, "What is worth doing at all, is worth doing well." All corrections on written work are made with red ink, much to the disgust of the student, who does not like to receive back his paper all covered with red marks.

Our Intermediate class is only doing part of the junior work, as it is composed of those students who needed to go more slowly over

their studies.

The members of the two Junior classes compare very favorably with those of last year, and give promise of making good students in the Normal Department. They are studying the regular course for the Junior year, and must complete that course, ere the first of next September, that they may be prepared to pass the necessary examinations to the Middle class of next term. Of course, all who are trying will not succeed, but I think there will be some good Middlers to represent our Night School.

I must not forget to speak of our Advanced Class. This is composed of those who, on account of their trades, have been kept several years in the school. Nearly all of this class will be ready to enter the Day School next term. Two of them hope to be Seniors, while the others will go in as Middlers, not yet having had time to com-

plete the course of the middle year.

There have been two classes in mechanical drawing this year, as there were last term, and much patient and earnest work has been

done by both teacher and students.

There still remains to be mentioned one class: that which is stationed on the Hemenway farm, five miles or more away. This, which we call our Shellbank's Class, is under the charge of one of our last year's graduates. These thirteen students, with their teacher are patiently and faithfully trying to make the most of their opportunities. Oftentimes they grow weary and almost faint by the way, but then again they cheer up and struggle manfully on, to be reward-

ed by and by with success, we trust.

I cannot leave this part of the review of our work, without a word of commendation and encouragement of the teachers, who, night after night have braved the winter's storms of wind and rain, and who have so faithfully, patiently and carefully done their work. Four of them teach during some portion of the day in the Normal Department, while two, graduates of our school, do regular work at the "Marquand School." Notwithstanding their day labor, their zeal never lessens, and they are as devoted to the night classes as if no other pupils shared their thoughts.

The letters written to the Principal last January by those who are learning trades, contained many good suggestions and showed that minds as well as bodies are engaged in their daily work. The Faculty gave earnest attention to these letters, and as far as possible the sug-

gestions contained in them were carried out.

One new feature of the year's work has been the weekly lessons on habits and manners. These lessons have been kindly given and pleasantly received, and many bad habits have been broken up and good ones formed as a result.

While looking backward and over the year's work with its encouragements and its discouragements, and while carefully weighing the prospect of promotion for this one or that one, there comes vividly before my mind the manly and earnest face and form of one, who during the year,

"Hath gone unto that school Where he no longer needs our poor protection, And Christ himself deth rule."

Most of those who have left during the year, went away on account of sickness or because they had not the sufficient force of character to enable them to fight their way through. A few, as must needs be in so large a school, were sent away for misdemeanors, but we are thankful to say that the number was but a small part of the whole.

Our students come here because they wish to improve, and the majority of them realize that, in order to accomplish this, they must obey the rules; consequently, the teacher finds the vexed question of discipline an easier one to solve than some might suppose it would be

under the circumstances.

The greatest trial of the Night School teacher is not the discipline of her class, but the fact that there is so much to be done in the year and so little time in which to do it. She does not sit idly down and lament over this fact, but spends her spare time in trying in every possible way to plan her evening's work, so that she may be able to accomplish double the work in half the time that would be taken for the same amount of work in an ordinary day school.

This may seem an impossibility, but those of us who have tried this plan know that we can and do accomplish a great deal of good

work in our beloved Night School.

EMMA JOHNSTON, in charge.

# The "Whittier Primary School."

(Formerly the "Butler.")

We opened school the middle of November in our beautiful new building. For a month beforehand I had been besieged by eager children wanting to know "when is school going to take in." When the day came, the railroad trains and the steamboats, which answer for clocks, must have been on time, for there were no late children.

We have enrolled this year 300 pupils. This includes the three schools, the "Whittier," the Stone Building, and the "Schultz" school. On the whole it has been a satisfactory year, and I agree with one of the children when he says, "We children study better and behave better because we have a school which is warm and dry."

What we need most at the "Whittier" now is the opportunity for Industrial training. We need some one who can take charge of the

sewing, kitchen garden, technical shop, and cooking school.

The industrial work cannot be properly done by the regular teachers, who already have their hands more than full with their regular work. We need a room fitted up as a technical shop, another as a cooking school. I would have the advantages of the cooking school extend to the mothers as well as to the children. An excuse

for getting the mothers together once or twice a week would afford

opportunities for reaching the homes and the people.

I regret that I have so little time to give to outside work. Did I do justice to the "Whittier," I would have no time for other work. The homes should be visited oftener, mothers' meetings held, teachers and children kept under closes supervision.

The industrial work for the year has consisted of the kitchen garden work for the class of six girls and six boys, the work in the technical shop for the Stone Building boys, and sewing for all the

older girls.

I should like to have all the older girls have instruction in housework; the older boys should have instruction in the technical shop.

#### TRAINING SCHOOL.

We have enrolled 42 children; they represent the different classes at the "Whittier," and give the Seniors practice in different grades of teaching. I hope the class preparing for the Middle class at the Normal will be larger and better prepared than ever.

The Seniors have done better work in the school than any of the preceding Senior classes, but the work is still very unsatisfactory. They have not training necessary to make them expert teachers. Methods can do but little when not followed up and illustrated by actual work with children.

The Training School should consist of at least four rooms, each room being in charge of a model teacher. The Seniors should spend

at least a week at a time in each one of these rooms.

When the graduating class goes out from here, it should be provided with the necessary apparatus for school use. Charts, black boards, pictures mounted on card board for language work, blocks and splints for number work, should be in the hands of every teacher. In order to be sure of this it would be necessary to have the work done in a systematic way, and under the eyes of a teacher. Might not the Technical Shop be made of use in this direction?

# WORK WITH THE MIDDLE CLASS.

I began work with this class the middle of February. As usual we had no text-book. As far as possible the methods have been illustrated by lessons given to the children, after which the notes have been made out and copied by the Middlers. With a class of over 100 it is not possible to give them any practice in the Training School: they will have to get their first training in their year out at teaching. When they return as Seniors they will show by their work in the Training School what they have been able to make out of their methods.

ELIZABETH HYDK,

In charge of "Whittier" & Training Schools.

# Review of Class Work: In the Normal School.

Since the system of department teachers' meetings tends to crystalize the class work of the school about definite centers, it may, perhaps, be as well to view the work of each department separately; turning first to the consideration of that branch which is of obvious importance to our students.

#### ENGLISH.

The lack of words sufficiently familiar to the students to convey the desired meaning, is a great hindrance in teaching him ideas which his mind is quite capable of grasping. This fact, when taken in connection with his very limited power of expression, leads to a ready arpreciation of the need of a three years study of language. Reading naturally heads the list of English studies. In this, one of the great difficulties which besets the teacher is the finding of suitable reading matter, particularly for the lower classes who need simply worded expressions of more complex ideas than are found in elementary readers. The reading matter of the Junior class is, therefore, derived from a variety of sources—Such books as Boys of 76, Stories from Natural History, Lamb's Tales from Shakespeare, and Fairy Tales, furnish material interesting enough to transform the drudgery of reading into a delightful occupation. One constant aim in all grades of this work, is to give to the students such reading as will broaden their ideas in regard to the other studies which they are pursuing; so that the Juniors also read selections relating to history and geography. Franklin's Fourth Reader has been introduced this year as a supplementary book, and a monthly magazine containing historical stories has been used for drill in conversational reading and expression.

It is the general testimony of the teachers that the mechanical part of reading is by far the most difficult for students. To overcome this difficulty, use is made of many kinds of elementary exercises, and of vocal and phonic charts prepared especially for the department by

the presiding teacher.

A change has been made in the text-books of reading used by the Middle class. Phillips's Historical Reader has superseded Dickens's Child's History of England, and the Manual of Elocution now in use has been arranged especially for our students by the head of the department.

Besides reciting in class selections from standard authors, the elocutionary work in both Junior and Middle years receives a stimulus from the regular meetings of the classes for declamation and recitation. These exercises are wholly voluntary, and are participated in

by both boys and girls with apparently equal pleasure.

The Seniors are still using Brooks's excellent text-book, Elocution and Reading. They also read once a week from the American Agriculturist, receiving occasional valuable talks from Mr. Howe on the same subject. The object of this is "to awaken interest in agriculture and to impart an idea of the dignity of agricultural pursuits."

Following the example of a certain famous orator, the Seniors are increasing their power of expression by learning to repeat some of the masterpieces of English composition, notably selections from Shakespere. Hamlet is now under consideration, while Julius Cæsar

has been studied with such enthusiasm that the class can reproduce from memory almost the entire play. Selections from many of the best English and American authors have been read, as a supplement to the class work in Literature.

The system inaugurated this year of making improvement in reading one of the necessities for promotion has shown good results.

Writing and spelling are taught together, as experience has shown this method to be most advantageous to all concerned. The Juniors copy from the board such words as they have mis-spelled in written exercises connected with their various studies, and these in turn are made the subject of a lesson. They use, also, Sheldon's Word Studies, and are stirred up by an occasional spelling match. In connection with the special drill in writing they have some muscular exercises, but the best results seem to follow careful work with the pen. The Curtis method is still used.

The Middle class have Hazen's Spelling Book, their particular province being the making of definitions and the writing of words in sentences. They have also special practice in black-board writing, for their use as teachers.

## GRAMMAR AND COMPOSITION,

The constant tendency in this department is to increase the amount of language work. Whatever otherwise unnecessary attention is given to technical grammar is chargeable to the county superintendents, who still insist upon the time-honored forms of examination.

Both Junior and Middle classes have constant practice in expressing their thoughts in writing, as those teachers can testify who examine sixty compositions weekly. All these compositions after having been corrected by the teacher, are again copied by the students, thus insuring the greatest profit from the corrections. Both classes are also thoroughly drilled throughout the year in letter-writing, particularly in regard to the forms of business letters.

With the Juniors the subjects of the compositions are, at first, reproductions from memory of stories read in class, and developments from outlines given by the teacher. Or, perhaps, they write a story concerning a picture exhibited in class. Excellent letters have been written this year by Juniors, describing the imaginary journeys taken in the geography class.

Besides reproductions and general descriptive work, the Middlers have some practice in imaginative composition. The highest section of this class has done remarkably good work of this kind, this year.

They also bring in stories and pictures, and teach the class how to reproduce a story or write one from a picture. This is one of the most valuable exercises.

#### LITERATURE,

The plan of supplementing the study of the history of literature by an acquaintance made in the reading class with the literature itself, has been so far successful in extending the appreciation of the writings of standard authors, that the class this year has been able to go over more ground than any previous class. The text book in use, Trimble's Hand Book, is very satisfactory, being well classified, and showing the influence of the historical events upon the literature of the different periods. The advanced section has completed the bird'seye view of English and American literature given in the text book. They have taken, in order, a few characteristics writers of each period, studying their best works, and grouping around them some of the less important names.

The lower section went over somewhat less ground in English literature. When thay came to the Puritan age they followed the Puritans to America, and confined their attention to American literature from that time. They were thus able to spend more time than the other section in the study of specimens from American authors.

#### HISTORY.

The extra examinations on the Junior work in history which are now given at the end of the Senior year, tend to increase interest and thoroughness in the study of United States History. This study is taken up in both the Middle and Junior classes, the highest sections of each finishing their work in half a year. It is constantly combined with geography, historical maps are exhibited in class, and the students make maps for themselves, putting on the places of interest as they learn about them.

The Seniors have done as much work as last year in the same text-book, "Swinton's Outlines of Universal History," have done more outside reading, and are now so far advanced as to enable them to give up one recitation period a week to botany. The lower section has done nearly as much as the higher, and are also having botany lessons. A careful summary of the history work of the past year has been copied in their note books for future use. The Senior classes in history, for the past two years have done as much work before commencement as formerly occupied the whole year.

Subjects in English History form a part of the subject matter on which the Middle reading classes are drilled. The classes enjoy this

reading and derive from it much benefit.

The daily news giving is a settled feature of the regular routine. The events of the day, with comments, are now given by the teacher in charge, now brought in by the boys of the Senior and Middle classes. All find the exercises most interesting and instructive.

## MATHEMATICS.

Practical Arithmetic. As last year, this study has been continued throughout the course. Wentworth's Elementary Arithmetic is used in the Junior and Middle classes, and Franklin's in the Senior class No advance in scholarship has been reported. The work is thorough and still goes over less ground than was customary in former times.

Mental Arithmetic. The gain in quickness of thought and comprehension of numbers afforded by the drill in mental arithmetic is much felt by the students in all their mathematical work. These classes run through Junior year, going over about the same work in rapid calculation as before. There is now more practical work in the actual making up of blls and counting out of change in return for imaginary purchases made at the store presided over by the teacher or pupils.

#### BOOK-KEEPING.

The work in book-keeping has been handicapped by the nonarrival of books which were expected, until it was too late to arrange for a different system. The students were taught the forms of various kinds of business papers, and the principles of single entry.

#### SCIENCE.

The study of Zoology has heen taken up by the Juniors in a somewhat different way from last year. Beginning with the higher forms of life, the class has been able to do much more reading on the subjects studied, but not so much individual work in the collection of specimens. The solar camera has been made of much more use in illustration. The teacher thinks the study of comparative anatomy is a help to the students in their later work in physiology. She has used this year, Paul Berts' text-book and no note books.

Like all departments of science in the school, this calls for more specimens and a suitable place to put them. Much work has beeu

done this year in the collection and mounting of specimens.

Physiology is one of the studies of the second half of the middle year. In addition to the regular work in text-books, the classes search the library most industriously for extra information. Dissections are made before the class by the teacher in charge of the department, of such organs of vertebrates as can be procured. The Natural History room is thronged, after school at night, by students who are eager to see the exhibition of specimens under the microscope, a feature which has been made especially prominent this year. Simple experiments illustrating the process of digestion, the effects of bad air, and the like, have been used to advantage. Much attention has been paid to practical points: teaching the effects of alchoholic liquors and narcotics, and impressing on the pupils their responsibility, not only for their own health, but for that of the people with whom they, as teachers, will come in contact.

Geography receives the attention of the Juniors for a year, and of the Middle class for half that time. Much object teaching is done in these classes, and the students take a great interest in the study. As far as possible, the productions of a country and the customs of its people are brought before the class and exhibited. The habits and manners are discussed, and the text-book is then used to fix the facts upon the mind. The constant aim is to bring before the minds of the students a vivid and accurate picture of the countries about which they are studying, rather than to burden them with isolated facts. The solar camera is again found useful in this work, as are also the various collections of pictures. Accurate ideas of the main features of the countries are obtained from map drawing and the use of moulding sand. The text-book in use is Appleton's Geography and

Atlas for the Southern States.

Physical Geography is taken up in the second half of the middle year. Geikie's Elementary Lessons are used as a text-book, with supplementary reading in the library, and extensive notes. The classes this year have gone over rather more ground than usual, with some necessary sacrifice of detail, the aim being to give the students a general idea of the processes involved in the creation of the universe,

and in the preparation of the earth for the existing conditions of

vegetable and animal life.

Natural Philosophy. The Senior class of this year have shown a marked interest in this subject. They have made in the technical shop an apparatus which they can use in teaching simple practical lessons of science to their pupils. They have done more reading in the library than any previous class, and to better advantage. They have shown special interest in the subject of electricity and have investigated it further than any other class, both in regard to theory and its practical application to inventions. "Avery's First Principles" is still used as a text-book, and the need of a suitable recitation-room with a laboratory is again reported.

#### POLITICAL ECONOMY AND CIVIL GOVERNMENT.

These studies are approached with great interest by the Seniors, after their year's experience as teachers. The present class has finished the study of political economy to the great satisfaction of its teacher, who reports that she has never had a class who showed such

appreciation of the subject.

The classes in Civil Government have been much interested in the growth of our civil institutions, as traced in Our Government, an excellent little text-book by Marcy. It is considered quite remarkable that the girls show as great an interest in the subject as the boys. Questions of law are searched out, and the subject is made as practical as possible by the discussion of illustrations which have come under the observation of the students. The classes have enjoyed, also, occasional talks on the Federal Constitution, from Mr. Frissell.

#### SCIENCE AND PRACTICE OF TEACHING.

The regular work of this department consists in giving to the Middle class a half year's instruction in theory of teaching, and to the Seniors, not only the theory, but also the opportunity of putting it in practice in the training school. This year, more than the regulation amount of teaching has been done by both Middlers and Seniors, as they have been occasionally allowed to take lower classes in the Normal School, and also to conduct a part of the recitation in their own classes, thus giving them the advantage of criticisms and suggestions from a large number of teachers. The students enjoy this exercise, as it partakes of the nature of a voluntary performance, and many of them do remarkably well in their briefly assumed positions.

The Seniors have valuable practice in the training school. Each one goes an hour a day for one week of every month; and at the close of the term each in turn takes charge of the whole training school for a day, under its teacher's supervision. The present class, owing to the maturity of most of the pupils, and to their unusual experience in teaching, have done better work in this department than

any previous class.

After Anniversary, a Teachers' Institute is opened to Seniors and former graduates. This is generally conducted wholly or in part by the teachers of the Normal School.

#### BIBLE STUDY.

It is now an established thing that the students of the Junior and

Middle classes shall have daily study of the Bible. The Juniors have work in the Story of the Bible, as far as the life of Saul, and the Middlers take up the subject at this point. They use the same book as a guide, with constant reference to their Bibles. The solar camera is used in illustration.

It may not be out of place to mention the Sunday school work in this connection. Here the Old Testament study of the week is supplemented by the consideration of events related in the New Testament. The Life of Christ is taught in the Junior classes, the Life of Paul in the Middle, and the Seniors have the International Lessons with instructions in methods of Sunday-school teaching.

One great aim of all this work is to make the scenes of the Bible real to the students; that they may understand the effect of tradition. mode of life, and immediate surroundings on the thought of the people, who were led through an experience unique in the history of

the world.

#### NIGHT SCHOOL.

The report from the Night School is very encouraging. The general impression seems to be that, whether viewed from the moral or intellectual standpoint, there is better material than usual among this class of students. This is particularly true of the girls. One new feature of this department deserves especial mention; not only for the good sense on which it is founded, but because it has been attended by satisfactory results. Intermediate between the lowest class and those who are doing full Junior work, a number of pupils are engaged in Junior studies, as a sort of extra preparation for their Junior year. They are thus better prepared for entrance into the Normal School, or, if they remain in the Night School, they can get more benefit from the Junior work than those who have only the regular two hours a day for a year.

There is a peculiar pleasure in teaching these students, who are so much in earnest that they are willing to work ten hours a day for the sake of two hours study at night. This year's pupils seem to know better what their needs are, and to be even more eager than usual to satisfy them. As a consequence, the Night School will send some very well prepared Juniors and Middlers to the next year's classes

in the Normal School.

ISABEL N. TILLINGHAST.

# The Indian Classes

The Indian classes for those who have not enough of English, or other preparation, to enter the Normal School, have had this year eighty four students—76 boys and 8 girls. They have been graded in six divisions. This requires many teachers, but secures small classes and close gra ling, great advantages to the pupils. Of these six divisions, all but the highest, and part of the next, are in school but half the day, and at work the other half, the lower grades taking the shorter, afternoon session.

The methods of teaching have been as usual, those in modern

use for corresponding grades, with adaptations to the conditions; language and number lessons with objects; geography, with moulding and map drawing; reading, arithmetic, history, and drawing as they advance. The "advanced class" has a preliminary study of the subjects of the Normal Junior year, before taking them with their colored classmates.

English speaking is pushed in every way, from first to last. It is the law of the school, and at roll call every night, each reports on his or her adherance to it. Rewards, and marks leading to penalties, such as loss of half a holiday, are used to emphasize the rule. mission to the "Fancy Work Class," which the girls esteem a great pleasure, depends on their fidelity to English speech. A visitor who had been much among the Indians in the West, recently reported that he addressed an Indian boy that he met on our grounds, in his own tongue. The boy's face brightened, but he answered in English, that "there is no Indian talk here." The daily association with English-speaking schoolmates of kindly natures, with whom they feel at their ease, is a very great help to them in acquiring the language. Not a good, but a "usable" knowledge of it can be acquired, on an average, in three years. After that, the progress is more rapid. There are great individual differences of course.

The three lowest grades, (third, fourth and fifth), have only lan-

guage and number lessons, reading and writing.

## THE FIFTH DIVISION:

This division, the lowest, is made up of those who arrived last fall with no knowledge of English, and a few others of the most backward and slow learners. In English, they have been taught names of objects, articles of food, parts of the body, etc.; have memorized phrases and conversations which they use in daily intercourse with teachers, superintendents of work, the physician, and other school officers, or with each other. Objects and pictures are used as far as possible in their language lessons. In reading, the chart only has been used until last month, when they were given Appleton's First Reader. History is taught in connection with reading. The words or sentences are read by them from the chart or book, and then written on the blackboard from dictation after practice. They do but little oral spelling though some of them know the names of the letters. For work out of school, they copy one of the sentences in their reading lessons. After the year's work in number lessons with objects, they are now able to read numbers as far as millions, and are very quick in adding.

#### THE FOURTH DIVISION.

The difference between the Fifth and Fourth Divisions is simply one of a short degree of advancement; studies and methods are much the same, varying as the ingenuity of different teachers devises new ways for the practice that makes perfect. A little more work can be done out of school. Thus in the English class, the five or six phrasses, or answers, learned each day, are copieds everal times in the evening study hour, and committed to memory. The class finished Appleton's First Reader about Christmas, and instead of taking a

Second Reader, took a new one of the same grade, Barnes' First, thus having fresh reading and a chance to give more attention to expression rather than to mastering new words. The result has been excellent. In arithmetic, blackboard work, as their teacher expresses it, "has to be their stronghold." Arithmetic is not difficult for Indians till it comes to analysis of work, and making application of the four rules, which requires expression in English.

#### THE THIRD DIVISION.

The Third Division shows a decided advance. They form a large and interesting class: most of them have been at least two years in the school, some three. The class is well up to the average achievement of the three years' work. In English, they have memorized poetry, prose and conversations on different objects; telling, for instance, their shape, material and uses. They take great interest in spelling matches, and have been ambitious and faithful in their work generally. They have systematic instruction in writing by the Curtis system, and have begun the second book. In Arithmetic, the class has had drill all the year in the first three rules, and has begun short division. They have a great deal of number work, and are taking very great interest in simple examples in analysis.

# THE SECOND AND FIRST DIVISIONS.

These take their school time in the longer morning session, gaining a fourth recitation period, and adding to their four R s, geography.

#### THE SECOND DIVISION.

is not so uniformly graded in English as in other studies, and being for the most part a bright and active set, it is more difficult to keep all busy enough for good order. The work of the year in English, has been sentence building, drill in inflections of nouns, pronouns and verbs, in sentences and phrases, and idiomatic expressions, with some more or less independent work, in filling up blanks in sentences, writing sentences suggested by pictures, or telling what they had seen or been told. The effort has been to select material for this work, so as to keep up interest and give general information; working also when possible, in line with their other studies, or their industrial occupations. The tools of the different trades, and their uses, the animals, and the mineral productions of different countries or sections, have A very great help to thus furnished material for sentence making. this work has been the gift from Mr. Jacob Heffelfinger, of Hampton, and some of his friends, of some exceedingly fine specimens from the Shamokin coal mine in Pennsylvania. In reading, this division is using Barnes's Second Reader, supplementary to Appleton's Second. This plan is of the same advantage to them as to the lower division. The words being no longer difficult, the strength of the teaching can be directed to the expression. They write the spelling lesson in connection with the reading lesson every day, and in study hour prepare a language lesson on the story they are reading. They seem to understand what they read, and take the most interest in historic stories and those about animals. In arithmetic, in which they are more evenly graded, they are not very far behind the Third Division.

their arithmetic were equal to their English, some would be in the first grade. They are commencing long division, having needed a thorough review and drill in the three other rules. They have also a short mental drill in these daily. Geography, the new study for them this year, has been one of great interest, as generally with the Their teacher says: after "alphabet work," we took up the races of mankind, studied about their lives, customs and homes, stopping quite a while upon the Esquimaux, Chinese, Japanese, Africans and Indians." Prang's fine series of colored illustrations of these races have been a great assistance in this work. "Then we studied Hampton; its soil, surface, coast, climate, productions and history; having specimens of soil and productions brought in by the class. We are now taking up North America. We have learned the stories of Columbus and Ponce de Leon, and are about to study more carefully the more noted sections of our great continent.'

## THE FIRST DIVISION.

This is made up of pupils who have been here three years or In English, they have been doing much composition work, chiefly in sentence building. In reading, they have used the book—a favorite with our pupils of both races-entitled "The Story of the Unfamiliar words in the reading lesson are explained and given as a spelling and writing lesson; the pupils writing, in study hour, sentences containing them, and sometimes answers to the questions in the lessons. This division being somewhat behind the last year's class of the same general grade, in their command of English, find it difficult in arithmetic to perform the simple analysis and quick mental work required of them, but "are going slowly along the path recently trod by the advanced class." Of geography work, their teacher reports as follows:

"The First Division in geography, though with little knowledge of books, and rather vague ideas how to get anything out of them, is quite a travelled class, and the observations and experiences of its members afford much of interest. It has numbered five Dakotas, three Omahas from Nebraska, three Indian Territory boys, of as many different tribes, and one Oneida from Wisconsin. Several of them have taken a summer trip to Massachusetts, besides the long journey which brought them to Hampton, and our one Comanche has visited New Mexico. If we talk of the Brooklyn Bridge, the hands go up of those who have seen it; if we need a full description of cotton raising, one of the boys has been a cotton picker. Wheat fields, cattle ranches, prairie fires are familiar scenes to them. The Missouri is more than a sinuous black line; to most of them it means home; and Chieago is not a dot on the map, but a real live city.

Nevertheless, when it comes to finding all these places on the map, recognizing their names in a book, and writing them when occasion requires, hard study is necessary, and as the most helpful spur, to this, weekly written examination is given them with encouraging results. They have had some practice in map drawing, in which In-

dians are apt to excel.

Pictures and objects, specimens of all kinds of minerals and products referred to in their lessons, are most helpful. We have been indebted to kind friends this year for Prang's Illustration of Races."

A few of the more advanced in the First Division attend school also in the afternoon, taking two studies with the highest class—history and "citizenship,"—and using the spare period as a study hour.

# THE ADVANCED CLASS.

As has been said, the Advanced Class attends school both morning and afternoon, and is following more or less closely the course of the Normal Junior year. It numbers 11 boys and 2 girls. Of these one has come up through all the grades; the rest have entered at different points; eleven expect to take the Normal course, or part of it at least. This preliminary survey with teachers to whom they are accustomed, of the subjects and books they are to take up in the Normal School, helps break the ice of that new experience. In English, this year, the class has been thus taking up Junior grammar work, but very slowly. Together with a great deal of language work, they have studied the kinds of sentences, parts of speech, analysis of simple sentences, gender, number, and case of pronouns. They have had drill upon capitals, and marks of punctuation, and have had some form of composition work every week.

In Arithmetic, they began with analysis of examples in subtraction, have done both board and oral work under the four rules, and are beginning regular fraction work. They have worked slowly and most carefully, hoping to build a solid foundation for future work.

In geography, they are studying the map of the United States—after maps of North America and Canada—and the descriptive geography af the same countries. The latter is difficult on account of the English, and the subjects have to be presented by the teacher in a variety of ways. A simpler book would be better adapted to easy progress. The same may be said of their study of history. They did not however take up a text book in this, until New Years; the teacher, previously to that time, having read or told them the stories, giving them simple notes to copy. Since then they have had the Junior text book, "Soulder's History of the United States," in which they have studied the explanations and some of the settlements, and are since reviewing. In reading, they have had an "Elementary Natural History Reader." The work is not conversational in style, but their interest in the subject leads them to read with expression. Natural History is a new study which they take up in an elementary way, as an introduction to the next year's class. pupils themselves know a great deal about animals, so they become easily interested in the idea of classifying them.

The "Civilization Class" is the most original and interesting feature of the Indian School. Its object is to instruct the Indian youth in the new rights and duties of citizenship to which the Dawes bill, and the progress of events is calling them. The "Advanced Class" which takes this study, is mostly composed of young men; the girls in it are also interested, and the instruction given takes thought of them. Some go directly home from the Advanced Class, so it is better not to delay the study to a later year. The instruction is chiefly oral and conversational, with all the direct illustration that can be given.

All are greatly interested.

Time and freedom of speech are held so precious in this class, that there is absolutely no gallery for visitors-even reporters-and I am obliged to depend upon the information of those within the circle. From this it appears that the class is taught to read and understand newspapers, by having daily news given and explained; whether concerning strikes, boycotts, Knights of Labor, "boodlers," high license, local option, tariff, "mugwumps," and even "greenbacks"-rather meaningless terms to untutored savages. They are further taught something about money, checks, receipts, notes of various kinds, postal orders, banks and their rules; deeds, mortgages, taxes; about voting, and something about the town, county, state and federal governments, under which the new citizens are soon to come. week, through part of the year, the lessons have been varied by instruction in the most needed forms of etiquette. This too, has been much enjoyed, and there have been cries for more. Sometimes there are object lessons, when the student has to put into practice the lessons taught. Some of these have been very funny the first time, in the case of introduction for instance; as, "Mr. Little Eagle, allow me to introduce my friend Mr. Bad Fish." A sketch of one of the illustrated lessons of this Citizenship Class, written by one of the editors of our Indian boys' paper, Talks and Thoughts, will give as interesting a view of it as could be given, and will close my roport, as it presents not only a view, but a result of our Indian school work,

#### CITIZENSHIP CLASS

"Some time ago, four of us Indian boys visited the village of Hampton to learn about the duties of citizenship. Rev. Mr. Frissell was our instructor and guide. Our first step was in the "Bank of Hampton." There we learned something about banks and banking business. The next place was the tax collector's office. Here we looked over the books, and saw the different kind of taxes that were levied and collected. We next visited Mr. Brown the Mayor. He told us of his duties, and showed us the laws of the state by which he made his rulings in cases that are tried before him. We gained much knowledge of town government from him. He was very kind and invited us to call again, and I hope we may.

We then went to the court house, and went into the County Clerk's office. Hampton is an old town, and the records date back a long time. In one book we saw a deed dated 1747. These old records were interesting, the records of marriages, marriage license, and

birt's and of deaths were here, and interesting to us.

The gentleman in this office was very kind to us, and showed us many interesting records. He also explained the transfer of land, showing us different kinds of deeds. The last place in which we stopped was the court room. Here we heard lawyers arguing to the Judge on points of law. From this we got some good ideas of law, or how a law can be twisted to fit either side. We heard each man make his side clear, but did not stay long enough to hear how the judge decided.

From what the lawyers said, they were both right; but we were sure that somewhere beyond our short vision, something was wrong.

And now ended our first lesson in business, government and law.

# Social Life and Missionary Work,

To the outside observer the opportunities for social intercourse at Hampton must be very limited. From the time the rising bell rings, at a quarter past five in the morning, until the bugle blows good night, at half-past nine, the day is full to overflowing—so full that to the bewildered stranger it seems as if the bell were always ringing and something extra always going on.

It is true that the object of the school is work (and hard work, too) not play, nevertheless we are not without good times, and they are perhaps enjoyed all the more from the fact of their rarity.

In their every day life, the boys and girls meet in a pleasant, friendly way: in the dining room, where they are seated together; in the school room, where they recite together, and, to a certain extent, in their work. The few rules in regard to these matters, with earnest purpose to improve hard-earned opportunities, the sense of honor and self-respect, and the busy life they lead, almost always prove a sufficient safeguard against the commonly urged objections to co-education.

There is a tradition at Hampton that the first thing a new boy buys is an umbrella; not because the climate is particularly damp, but because on rainy days the boys have the privilege of escorting their especial friends to and from school. So bad weather is considered anything but a misfortune by the happy possessors of those articles. It is sometimes surprising to a teacher watching the slow-moving procession while she braves the storm alone, carrying her own book-bag and umbrella, how long a very short walk can be made to last under favorable circumstances.

As Saturday evening is the only one in all the week when teachers and pupils are at liberty, it seldom passes without one or more social gatherings. This is the time for the monthly temperance meeting, for an entertainment by the "B. H. H." Club; or for the teacher who wishes to become better acquainted with her pupils, to invite a section, or if she is fortunate enough to have suitable rooms, a whole class, for a pleasant hour or two of games, music, and a friendly intercourse The boys always have a debating society to fall back upon when everything else fails, while an accordeon and cabinet organ in the girls' parlor have furnished them with much enjoyment.

On national holidays, it is customary to have a general good time in the gymnasium, which is large enough for the whole school. This year, a reception committee has been appointed for each evening (usually from the older pupils), while ushers from the different classes have been at hand to escort their guests to the reception committee, to see that strangers were introduced to teachers and their fellow-students; that all were provided with entertainment, and in general to do what they could to make the evening enjoyable for all.

Some kind friend at the North sent down a large box of games, which have been an invaluable resource at such times to those who found bean bags, the "tailless donkey." and similar amusements, too noisy. The demand for checkers, dominoes, and other quiet games, was always greater than the supply. Under these influences "Eliza lane," with all her noisy accompaniments of clapping hands and

stamping feet, has quite disappeared, but the promenade and "cake walk" still hold their own, being especially popular when the band is in attendance. The girls have done much toward making these entertainments pleasant this year. A broom drill, given with much spirit and exactness by a company of maidens in uniform of red caps

and aprons, was an attractive feature of the Thanksgiving gathering.

The funds of the missionary society being low, an "apron and necktie party" was gotten up, which was such a brilliant success that the supply of ties was wholly inadequate, and the young men were forced by their mercenary partners to give up their ties after enjoying them a reasonable length of time, to be sold again and again, to the less fortunate ones who had been waiting to join in the fun. The amount of money received was far larger than the originators of the plan had expected, and all enjoyed themselves so much that a little later, when the call came for help for Liberia, it was tried again with

even more substantial results than at first.

On New Year's Day, or rather the day after, the girls, scattered in various parlors on the place, with a teacher or two as chaperone in each, received calls from the young men for two hours in the afternoon. Their natural courtesy and good will went far toward atoning for some lack of knowledge of the usages of society, and those who had had no instructions were quick to take the hint from those who had the advantage of some lessons on such matters during the year. This innovation gave so much pleasure, and all concerned conducted themselves so quietly and well, that New Year's calls were made a regular part of the plan for future holiday amusements.

As the pleasant weather comes on, there are always some picnics, walks, and field lessons in agriculture, which is a subject of special instruction to the Seniors. It is hoped that similar lessons in physi-

cal geography and botany may be possible this year.

So far as the personal influence of teachers upon pupils is concerned, there is but little to say. The school is necessarily different from one where the same pupils meet the same teacher day after day, and spend five or six hours in her presence. The intercourse in school is always pleasant and friendly; the earnestness and responsiveness of the pupils is the teacher's best inspiration, but the constant changing of classes, the large numbers to be dealt with, and the continual demands on the students' time out of school, make it well-nigh impossible to meet many of them, except in a purely official way. But Sunday school classes and prayer meeting work afford some opport in ity for a better acquaintance, and the pastor's study is always open to them, while they are sure of interest, sympathy and help in their troubles and perplexities.

Ever since the school was founded, the students have been in the habit of doing more or less work among the poor of their own race. with whom we are so plentifully surrounded. Last year an effort was made to systematize this work more carefully, and to know more exactly what work was done by those who went out. The same plan has been followed this year. Beside the usual Sunday schools and the service at the poor house, much cottage work has been done among the old, sick and unfortunate, who are unable to get out to attend any service. This work brings mutual enjoyment and profit. The people appreciate what is done for them, and the students are not only better fitted for similar work after leaving school, but find much pleasure in ministering to the spiritual as well as the physical needs of these poor people, who have so much less to make life worth living than they themselves have. No one can watch the kindness and tact with which they do it, without a feeling of thankfulness, and hope for their future usefulness.

JANE S. WORCESTER.

# Returned Indian Students.

It has been my plan this, as in former years, to correspond with our pupils who have returned to their homes, and, as far as possible, to keep a record of them and their doings. As the number increases (224 this year) the work becomes more difficult, especially in regard to those who came in the early years, and, breaking down, were returned before they had learned enough to write a comprehensive letter, or had become so much attached to the friends here that they would make much effort themselves toward keeping up the connection. From the reports of agents, missionaries, and our more reliable pupils, as well as from information gained from the individual, I make out the record. Besides the visits of Revs. H. B. Frissell and J. J. Gravatt, the long and careful report made by Mr. Geo. L. Curtis while visiting the Dakota agencies last summer, and a subsequent visit with his camera, by Mr. F. C. Briggs, have been a great assistance, not only in verifying my own report, but by supplying many items of interest that I could not otherwise easily have obtained. This summer I hope to go myself and stay long enough to see and know just the condition of each one of our pupils.

As the standard of the school is raised each year by a better class of pupils being brought to it, so the standard of the returned pupils is naturally rising all the time. Each year finds parents and pupils more willing to have the school period lengthened, and more anxious for thorough work to be done; and the natural consequence of this is

very encouraging.

A large number of those who have gone home for expiration of time have come back, and many more have applied. Three years is far too short a time, and there are very few now who do not realize it. Thirty-four have thus returned, and understanding better their needs, are among the most promising pupils. None have died during a sec-

ond term, and only one after his second return home.

Since the Dawes bill made itself felt, the educated and partially educated Indians have been the ones to lead off. The boys whom we have sent back to Omaha have, with one exception, when old enough, settled upon their own allotments, and are doing well. The girls are either living on such farms with their husbands or teaching school, except in case of two young girls. One girl, who has helped her husband build up a nice little home, is teaching a night class of young people who work all day, thus encouraging them in industrious ways.

At Winnebago, where allotments are being made, most of our

Hampton pupils are away; one, an officer of the Indian school at Genoa, and another teaching a school in Indian territory. The two boys there have taken their land, and one man has already made some headway on it. The others are girls too young to take any such active part, three yet being in school there. One young man will return East in the fall.

In Indian territory, the first man to take his allotment was a Hampton boy, and the testimony of the special Government Agent sent there to allot lands, for the Absentee Shawnees, is that this young man and another Hampton student saved the day by their example and influence.

The allotments at Yankton have not progressed sufficiently to show how the Eastern pupils will take up the matter. There one boy is teaching, one working at the government school, and one printing at Santee, the papers published by the missionary societies. Others are farming, one having done remarkably well.

The only two at Santee are a father and son, who are respectively

a missionary and a shoemaker, both doing well.

Of our two pupils at Pine Ridge, one is married to a government school teacher, and is a great help to him in his work, being not only a good housekeeper, but a lovely woman, whose influence cannot but be largely felt. Their little home is noted for its beautiful house plants in winter, and to the Indians this is a marvel as well as a pleasure and a lesson. The other is an earnest young man, who hopes

soon to return and complete his education.

From Lower Brule and Crow Creek we have had more feeble folk than from any other agency, and consequently they have not had all the advantages a longer term of instruction might have given, and we cannot expect so much of them; still a person going there would readily pick out those who had had these extra advantages, be they ever so meagre. At Lower Brule they would find a Hampton boy and girl married and teaching school in one of the camps, two assisting at another school, four on farms, one working in the blacksmith shop, one at the agency, and one in charge of the agency stables, where the agent keeps his valuable horses. Anotl er man who, with his wife, was two years at Hampton, and has since been farming and carpentering, has built himself a house, and has been made a catechist of the Episcopal Church. Another boy is a regular carpenter at the agency, and another is teaching a government school at Fort Berthold.

At Crow Creek one man is curate of the church, one assisting most satisfactorily in Miss Howard's institution, where five of our girls are employed and taught, another is the agency carpenter, and several others are good farmers ready for the time when they shall be

independent of the government.

At Cheyenne River two are teaching school, one being a girl who has done remarkably well, one is a Lieut. of Police, one young boy is driving a four mule freight team, and others are doing well as herders

At Standing Rock one boy has had charge of the agency stables since 1881, when he finished his three years' course here, three others have good homes and farms, while many are doing smaller work in smaller ways.

At Fort Berthold two boys are employed in the government school, one as teacher and the other as shoemaker, while three other boys are farming or in school. One girl has been teaching very acceptably in the Unitarian mission school, among the Crows, in Montana.

From Pima Agency, Arizona, there came to us a man who wished to prepare himself for the position he inherited, that of head chief of his tribe. He left two wives and a young family behind. Two years at Hampton opened this earnest man's eyes to many things. He wished to live a truly Christian life, but what should he do with his two wives, mothers of his children, to put away either of whom would be unjustly to disgrace her in the eyes of their people. No one could advise him. Upon his return he built a cottage for and pensioned the younger wife, and has so influenced the people says the agent, that there is not a case of plurality of wives on the reservation.

The Apache boys at San Carlos have done fairly well. One has just been East, as interpreter of a party of chiefs, and others are doing better than could be expected, and are pretty steadily employed.

The agents and missionaries have in most instances taken a special interest in these returned pupils, and have done all in their power to encourage and help them. Of course, as the number increases, this becomes more difficult, and the only remedy is to keep them here until they are able to stand alone under any ordinary circumstances; until they are capable of taking up their own allotments and making a home and a living on them. This is no easy matter, and requires far more preparation than any but the initiated know.

Through the kindness of Commissioner Atkins and others, I was allowed to examine the reports of agents in regard to pupils returned from Eastern schools, and to my surprise and delight found that I, in my own report, was quite as critical as they, and that their figures were no less favorable to Eastern schools than my own. At the agencies where we have been most unfortunate, and from which we have ceased to take pupils because of their delicate health, the agent's average of those who have done well is .657, while he reports but 4 as having gone back to Indian ways, or "the blanket." Of the large number whom he reports as having died, I know of not one who did not die a Christian death, and surely that is something to be considered, too. The agencies from which I could get those figures regarding Hampton's students were not many, but they are as follows:

AGENCY.		Sent to Hampton since 1878.  Returned from Hampton since 1879.  Died before or since return.  Doing well.  Not doing well.  Average of those new living and doing well.
Fort Berthold, Standing Rock Cheyenne River Crow Creek and lower Brule Yankton Omaha and Winnebago, Neb	D. T " "	18 15 8 9 1 60 64 41 1 40 0 97 ½ 48 27 6 18 1 6623 104 70 36 46 4 657 56 38 12 22 5 578 46 0

As in former years, I have, from all the creditable information I could obtain, graded these returned pupils by name, under the head of "excellent," "good," "fair," "poor," or "bad."

On the roll of "excellent," I put only those who have done remarkably good work, those whose influence is by nature and circumstances very strongly for good. They are generally those who have had more than ordinary advantages. They number 44.

By "good," I mean those who are living civilized Christian lives; those whose influence in their community is strongly on the side of right, and who are examples worthy of being followed. They number 117.

Under "fair," I place those who live a fairly proper life; who mean to do well, but from sickness, peculiar temptations, or unfortunate circumstances, do not at all times exert a good influence. Many who would be on the "good" or "excellent" list are placed here, because they have married in the "Indian way." They are 42.

Those recorded under "poor," are the shiftless or fickle ones. Many do well; go to church, work their land, and apaear very well for a time, then turn about, go to Indian, or what is far worse for them, half breed dances, and so spoil all the good influence they have tried to exert. Those who have been known to drink, or refuse to marry legally are on this list. Many were poor wrecks when they came to us, and soon returned. They number 17.

Of the four recorded "bad," one has had many advantages,, though always unreliable, but left her position as teacher, to go off with a married man. Two others are girls of similar character, but with not the advantages of the first. The other is a half-breed boy, now in the Penitentiary for stealing liquor. He has been promoted to the position of cook, and is reported as a hopeful case.

The following is the record:

Excellent		Total, 224.
Poor 4	21 doing poorly.	}

Of the large number that go from us, there are always some who seem especially adapted by nature or circumstances to a higher and broader work than we can fit them for here, and through the help they themselves have been able to render, and through the kindness of friends, some have been enabled to enter other schools. Five are now taking advanced courses preparatory to fitting themselves for some special work. A young man and a young woman are fiitting themselves in the medical schools of Philadelphia, for that branch of missionary work among their people. They are both just finishing their second year, and are highly spoken of as students, and as individuals

In the Normal Schools of Bridgewater and Framingham we have a young man and a young woman who mean to make teaching a profession, and are therefore devoting two extra years to a more thorough preparation for their work. Both they and their work are most highly endorsed by the principals of their respective schools.

Another young woman has entered a Training School for Nurses. She is already an excellent teacher, but wishes to add this accomplishment, so valuable to the people among whom she intends to labor.

All this is very encouraging work, and one greatly needed, especially now, that really intelligent men and women are wanted among the Indians.

Next fall we expect to add two more to the number of those who are thus to enter the field equipped for battle, and we hope kind friends will rally to support the undertaking. These pupils are not altogether objects of charity, for they do for themselves to a certain exent, their friends only helping over the hardest places.

CORA M. FOLSOM.

# Report on Graduates.

"The crucial test of this institution is the record of its graduates. They have, as a class, faithfully and successfully taught their race, and have won the esteem of their Southern neighbors, who have treated them with marked kindness and justice."

The above quotation is taken from the Principal's Report of 1875. Four classes had at that time graduated, and a fifth was about to go out. The report speaks of "one hundred and ninety teachers already sent out, having, it is estimated, 6,000 children under thir instruction."

Had there been a graduates' correspondent in 1871, she would not have found it a very arduous task to keep track of the fourteen young men and five young women who went forth in that year as the first graduates of the Hampton School. Of this class of nineteen, twelve are still living.

The largest class which graduated during the first ten years was

that of '77, and numbered fifty-one

At the close of the decade, 277 graduates had been sent out; and to the question, so often asked, "What becomes of them?" the answer was the same as in former years: not less than ninety per cent. teach.

That year, the graduates held their first Alumni meeting. In 1878-9 what is known as the "Graduates' Department" was formed. This included regular correspondence with graduates, the keeping of a record concerning them, and the sending of reading matter, systematically.

In the Report of that year's work, it is stated that "Out of the 267 now living (9 have died) the school is in regular correspondence with 218, as well as with 11 under-graduates engaged in teaching."

In 1881. Mrs. E. C. Dixon was appointed "Graduates' Correspondent," and sent out letters to all whom she could reach, containing

blanks which they were to fill and return.

In the Report of her work in 1882, Mrs. Dixon says: "Of the 380 graduates and 37 Senior under-graduates—those who left before the end of the third year—entered in the new "Record Book," males, 280; females, 146; total 426, I have learned that more than threefourths of the whole, i. e., 319, have made teaching their vocation since they left the Institute. These teachers were scattered through sixteen States, though by far the largest number had taught in Virginia.

The graduating class of '82 was the largest the school had ever wn. It numbered sixty, and from it graduated the first Indians known.

who had taken the full course of study, three in number.

Since the Fall of '82, the charge of the correspondence has been

in my hands, Mrs. Dixon having resigned the work.

Two hundred and four graduates—including the present class and twe ty Senior under-graduates-have been added, bringing the whole number of graduates up to date to 552, and Senior undergraduates to 58, making a total of 710. Of this number, 63 graduates are known to have died; nine have passed away since my last report;

one of them, Jane Bullard, was a member of the Class of '71.

This leaves 590 graduates, inclusive of the Class of '88, now living so far as known. Last Fall I sent out between 630 and 640 circulars to those whose names as graduates or ex-students were on my record I heard in reply from 166, though the whole number of letters received was much larger than that. Of those from whom I heard, three-fourths were teaching. The others, with one or two exceptions, were actively engaged in good work for themselves or others. eral of them are studying in higher schools. I have among my correspondents, lawyers, preachers and doctors, as well as teachers; all inspired, so far as I can judge from their letters, and from what in many cases I know personally of them, with an earnestness of purpose which does credit to Hampton as well as to themselves.

For several years past, I have tried to interest friends at the North in supplying some of our teachers with Christmas boxes for their schools. Fifty-seven schools received aid of this kind this year, and one can hardly imagine the pleasure and help derived from these tokens of "good-will." It is a particularly pleasant way, I think, for Northern children to exercise their benevolence. I am always glad to be a medium of communication between our graduates and those who are willing to assist them in any way.

The "Hampton Club," of Orange, N. J., was particularly active in this work last Christmas, sending some six or seven boxes. They

also send reading matter directly to a number of teachers.

Miss Tileston will report in regard to her branch of the work, the sending out of reading matter. My correspondents often refer to the benefit they derive from this supply of their needs. I must not omit to state that twelve graduates have married since the last report was made, with which interesting fact I close.

ABBY E. CLEAVELAND.

# Report of the Graduates' Correspondent for Reading Matter.

The work in this department, for the year '87-'88, was taken up again for the 12th of October, and has gone on as usual. In response to an appeal in November, for children's and illustrated papers, and for cards, several large packages were received before Christmas, enabling me to enclose at least fifty Christmas cards in each roll of reading matter to those graduates who had been heard from. That number is still much too small compared with the quantity of reading sent out; still several have written who in all these years have never responded before, acknowledging, with their thanks for papers and magazines, which they really find of great use to them, their want of promptness.

It is quite noticeable that in the first year the newly graduated class is very prompt. Over one hundred postal cards have been sent to postmasters and graduates this year asking if this or that person collects mail at the post office address entered in the day-book; these, for cases where no response has been received for over a year.

A new feature in this kind of work has been the interest shown by the W. C. T. U. As many of the graduates are trying to do all they can for the cause of temperance, this is particularly gratifying.

Nine barrels of most excellent reading matter have been sent since December from the "Courtland County, N. Y. Division," and the names of several young women who are labeled "Temperance Workers" in my day-book, have been sent to Miss Emma Nason, the secretary of this branch, who writes that all will be done that can be, and she hopes a warmer interest still will be developed.

An officer of the Y. W. C. T. U., who visited the Institute in March, left her address for names to be sent her next October, so the temperance societies which are connected with so many schools where

our graduates teach, will have all the help they need.

In addition to the libraries and reading clubs which have been started from the boxes of books and packages sent from the "Reading Office," a small sewing society has been formed by one of the graduates this year, and she has written begging for any paper that would suggest work in that line.

A young mother, who has three small children, and still teaches every day, sends special thanks for the papers she has received on household affairs and the care of children. One of the members of

the newly formed Hampton branch of the Y. M. C. A. has looked over the shelves of the "Reading Office," and selected a full year of "The Century," another of "Harpers," and several illustrated books, to make the reading room attractive.

A box of very good S. S. books was sent last week to a needy

teacher in Gloucester county.

her in Gloucester county.

The particular needs and interests are entered against the name
""Little Dewdrops," "Harin the day-book: as "Youth's Companion," "Little Dewdrops," "Harpers," "Our Dumb Animals," "Wide Awake," "St. Nicholas," "Temperance," "S. S. Work," "Music," "Farmer," "Carpenter," "Minister," "Lawyer."

The only drawback is still the old cry of lack of promptness in sending in addresses and changes of addresses. With this remedied there would be no cause for complaint from either sender or receiver.

RUTH G. TILESTON.

# Report of the Department of Military Discipline and Instruction.

During the school year 1887-8, as in former years, the military system has formed the foundation of the discipline of this institution and of the control exercised over its students. The number of male pupils enrolled during the present year (including one unassigned) has been 399; of whom 348 remain, May 1st, 1888. The greatest num-

ber present on any date was 376, on December 1st, 1887.

The distinctive features of the school, the combination of intellectual with industrial training, the demands of class-room, work-shop and farm, as well as the nature of the two races here brought under instruction, differing in characteristics, but alike untutored and unformed, present serious obstacles to the complete development of the military system. The most that can be hoped is, that the introduction of a few of its routine exercises may afford lessons of obedience, order, punctuality and manliness, and lead to some slight apprehension of its true spirit. For this purpose all male students, with the exception of a few licentiate members of the Pastor's Class and those working at the Hemenway Farm, are enrolled in the cadet battalion and required to perform military duty. The battalion is composed of four mixed companies from the Normal and Indian departments, and two companies of work-students from the Night Class, all officered from their own number. The command of the battalion, which, during the early part of the year, devolved upon the senior captain, a student, has lately been resumed by Mr. Arthur Boykin, a colored graduate of the school, who has again taken the position of major, with the duties of drill-master. His return to the school in this capacity was timely and helpful, and has been followed by an improvement in the appearance of the battalion, upon which he possesses a strong hold. Mr. Boykin was also left in charge of the boys, as Acting Commandant, during the last summer vacation, as for several years past.

Special acknowledgment is due 1st Lieut. E. M. Weaver, Jr., 2nd Artillery, U. S. A., for valuable assistance rendered the past two years in the matter of drill The weekly instruction given by him, first to the officers' class, and later to the entire battalion, has been the most effective means of reaching them. There is a greater knowledge of tactics on the part of the officers, and a better execution of military movements on the part of the men than one year ago, and whatever preficiency they may have attained is largely the result of his kind interest and patient effort in their behalf. It is with regret at our own loss, that we extend to him our congratulations on his transfer from Fort Monroe to the corps of instructors at the U.S. Military Academy at West Point.

There have been few changes of importance in the regular routine of simple military duties during the year. The breakfast roll-call was discontinued during severe winter weather, and has not been resumed. The several companies still march separately to the dining-room for supper, but at noon in battalion formation preceded by the school band. Inspection of the ranks is held every morning when the weather will permit, before entering school, and on Sunday afternoon previous to Divine Service. Each company from the day school also drills under its own officers one hour in the week, joins in the battalion drill under an officer from the regular army on Friday and in the weekly "Police duty," or cleaning the school grounds, on Saturday afternoon. Members of the Night class, or work department, are necessarily exempt from many military dut'es, and beside marching to meals and church inspection, receive only occasional drills in the Gymnasium on Saturday evenings.

A daily detail of officers and men is made by the Adjutant to guard the grounds during meals, and from 9 to 10 P.M. Their duties in this respect have been somewhat lightened this year. Stated guards form a more efficient protection to the school premises during the

evening study hour and throughout the night

The wearing of the cadet cap in ranks and off the school grounds has been enforced throughout the year. The matter of the school uniform cannot be generally insisted upon, owing to the limited means and resources of the students, who are required to purchase or earn it before it is issued to them The appearance of the battalion

suffers in consequence.

While the military duties here imposed are thus simple and light. they afford valuable means of physical and moral training, and are indispensable to the preservation of order and maintenance of good discipline. The aid of the cadet officers is brought into requisition in many ways, in the enforcement of school regulations and the control of the large body of students. They render efficient service not only in battalion service, but in matters of internal economy and of daily discipline. The command of the companies, the charge of the dormitories, the repression of disorder, the reporting of misconduct the management of the court martial, have all been committed to their hands, and with gratifying results. The constant policy has been to call upon the corps of officers for any general or special duty of which they were capable and to develop their own ability and strength of character by responsibility and a share in the government of the school. A formal weekly officers' meeting has been an aid in raising their own standard of duty and honor, and inspiring a spirit of loyalty and obedience

The internal economy of the school has fallen directly under the department of discipline. The cottages and dormitories occupied by the boys have been under the charge of janitors, selected from the

cadet officers, who are held directly responsible not only for their care and appearance, but for their order and discipline. Students take all the care of their own rooms, which are inspected by the janitor, and a daily report relative to the condition of the building and the conduct of its occupants is submitted by him to the Commandant. Each dormitory is also subject to frequent visits by a lady teacher, resulting in many helpful suggestions, and on Sunday morning the formal and critical visit of inspection is made by an officer of the school. While the precision of some military schools is not insisted upon, neatness, cleanliness, proper arrangement according to stated regulations, with order during the day and quiet at "taps," are required. The faithfulness displayed this year by the janitors in the discharge of difficult and disagreeable duties is entitled to special mention, and has had effect in improved discipline. They have responded heartily to every call from the school, and have shown a marked and gratifying sense of responsibility and loyalty.

The partial development of the military system, the inexperience of the cadet officers, and the few means of punishment available, render the enforcement of discipline a difficult task. Much of the discipline must necessarily be by personal contact, with which the school and work routine sadly interfere. The duties of the disciplinary officer himself are also many and urgent in other lines of school work. An abundance of time, inexhaustible patience, wise judgment and a cool temperament, are essential to successful discipline; but the re-

sources of the theory are not always possible in the practice.

In its aim the discipline is both corrective and constructive, and means and measures are adapted to that end. The ignorance of the offender, the absence of previous advantages, and the object of his present training, form important attendant circumstances, and receive worthy consideration. Yet in some cases regard for the safety and morality of the whole body has necessitated the summary severance of the offending member. A majority of the cases of serious misconduct have, as usual, proceeded from a few individuals. Especially has this been the case among the Indian pupils, where less than half-a-dozen boys of evil propensities and influence have caused all the annoyance and moral friction of the year, and offered the only interruption to the peaceful course of progress toward better things. In the main, the body of students, both colored and Indian, has this year been remarkably orderly, well-behaved and amenable to discipline. The number of pupils who have left the school under discipline has been but 58 per cent. of the number during the same length of time last year, when the record was far better than for the year previous. The total number leaving under discipline from October 1st to May 1st, for the past three years, is 39 in 1885-6, 29 in 1886-7, and 17 in 1887-8. In spite of the failure of some, and friction with others, the standard of conduct and character seems to exhibit a steady rise, and the discipline, it is hoped, a corresponding improvement.

The most gratifying change of the year has been the introduction of the civilizing and refining influence of a lady into the atmosphere of the Wigwam to an extent hitherto untried. The effect upon the manners and morals of the Indian boys is most salutary, and the gain, in the line of our greatest and most urgent need, will be of increasing and incalculable benefit. With the improved facilities for occupation,

diversion, counsel and helpful restraint now afforded, there is less temptation and less misconduct, better health and better heart. Apart from more weighty moral considerations, its value as a disciplinary measure is great.

To the Indian Council, composed of five members chosen by the boys from their own number, cases of misconduct among the Indians have been referred, as far as practicable, for investigation and for recommendation of punishment. Other test cases, involving either race, have been tried by the more formal court-martial, known as the Officers' Court, a mixed tribunal of both colored and Indian officers appointed by the Commandant to serve for a month at a time. The decisions of both courts have been rendered in accordance with impartiality and justice, and the sentences, as a rule, have been fully as

severe as would have emanated from the faculty.

While there have been few cases of drinking or other immorality among our students the past year, the protection of the character of our pupils from temptation and ruin has necessitated the taking of legal measures against several of the inhabitants of the neighboring town of Hampton. Warned by the experience of the past, liquor dealers no longer dare to sell directly to our Indian boys. The conviction of an intermediary, or third party, is more difficult. Two cases of this kind have been pending in the County Court since last summer, and a third has been referred to the U. S. District Court, where the penalty is much more severe. By complaint laid before the Grand Jury, an indictment has also recently been found against the keeper of a disorderly house, whose existence imperiled the health and morality of our students. A mature and trustworthy undergraduate of several years standing, has been appointed special constable, and is empowered to act in that capacity if occasion requires, performing what little police work is necessary among his other duties.

The relations between the two races here under instructon have been friendly and cordial throughout the entire year. There has been much pleasant intercourse, though little intimacy between them. No difference has been shown in the treatment of the two at the office, or in the obedience rendered the cadet officers of either race by the members of the other. They have stood on the same footing, and walked together the same road. The entire absence of any manifestation of hostility or friction, if remarkable, is none the less honorable and hopeful.

The extended trip taken by the Commandant last summer along the upper Missouri, on which he personally investigated the record of all the students of this school who had returned to Dakota and were living at the time of his visit, has, he feels, been of service to him not only in knowledge of the field thus gained, but in increased sympathy

with the students, and in the general work of the year.

GEO. L. CURTIS. Commandant.

# Report of Acting Chaplain During the Summer.

Last summer I spent on the school grounds, holding services for the whole, conducting daily prayers and taking very special charge of the Indian Department. With few exceptions the summer record was good.

In September I visited Dakota to return a party to their homes, to study the field and to collect pupils for Hampton. As to the returned students, it is safe to say that four-fifths are doing well, and this with few facilities for work and discouraging circumstances. Industries need to be enlarged and others established at the Agencies. The missionaries are hopeful in looking after these children,

and too much cannot be said of their noble work.

There has been great growth in sentiment favorable to Eastern schools. Several years ago we had to persuade and coax, but last fall there were sixty or more applications, while we had authority to bring only thirty. I am more and more convinced that the material for Eastern schools should be first tried and tested in the West, and upon recommendation of agents and missionaries should come for further training. This would be a stimulus to children in Western

schoo's, and the physical, mental and moral condition could be better known.

During the session religious services have been held as usual. Four boys and one girl, in whom we had great confidence, have been confirmed in St. John's Church by the assistant Bishop of Virginia, who himself has Indian blood in his veins. Four or five boys have done good work in the choir.

I think the attendance upon voluntary services has not been so

good as heretofore, but is better now than earlier in the year.

I cannot close this brief report without thanking the teachers for their cordial and earnest help in the religious work

J. J. GRAVATT.

# Report on the Moral and Religious Work of the School.

The past year has been perhaps the most satisfactory that I have known in the moral and religious development of the School.

The newly-adopted plan of sending the Middle class out to teach for one year before entering the Senior term has given to its members an earnestness and a purpose on their return to the School, such as they have never shown before. The lighter, more frivolous element has gone elsewhere. The result of the plan has been to confine ourselves more exclusively to those who expected to do some work in

selves more exclusively to those who expected to do some work in teaching their people. It has caused a real gain in the missionary spirit of the school, bringing us into closer sympathy with the outside world.

The members of the Senior class have shown a keen appreciation of the needs of their people, and of their own needs as the prospective teachers and leaders of their races.

The plan of sending out blanks with lists of questions to those who have applied for admission, has improved the character of the lower classes. Last year, out of one thousand applications, two hundred were admitted. Those who gained admission were able before

coming to give a fair account of themselves. Friends of the school who have observed the faces of the students have noticed a marked

improvement in their appearance.

The course of Bible study which has been pursued in all of the classes of the Day and Night School has had its effect. The upper classes show a very creditable intelligence in Bible truth, and a good public sentiment in the matter of morals. Stealing, lying and impure talk diminish very perceptibly as the students continue in the school. In the Middle and Senior classes they are comparatively rare. The school is fortunate in the class of students that come to it. industrial system, in which most of them work in the shops, or on the farm, for ten hours the first year and go to school two hours in the evening, is of itself a process of natural selection which brings to us, as a rule, only those that are most earnest. This requirement in the way of manual labor, with two whole days devoted to the shops through the entire course, the plan by which the students pay largely for their board and clothes by the work of their own hands, results in bringing to Hampton not the wealthier classes of Negroes, comparatively few from the cities, and not always those that are intellectually the brightest; but it does bring a poor, earnest class who are eager for an education; it brings to the school students from the country, where the majority of the colored people live, and where the conditions are more hopeful; it brings the class that seems to us to promise most in the moral and religious upbuilding of the race. Colored students from the North, and from the cities, very frequently leave after a short stay. The hard beds, the coarse fare, the hours of work, do not satisfy or please those that are brought up under more luxurious surroundings. They more naturally drift to the schools where more help is given in money and less required in the way of support by their own hands. The course at Hampton has for its main object the preparation of teachers for the country, and, as a rule. its graduates are engaged in the rural districts. The teachers in these country schools are the moral, religious, social and political leaders and instructors of their people. Even the girls are often called to preach, to superintend the Sunday school, to visit the sick and dying. to organize temperance societies, or conduct prayer meetings. They are expected to give instruction to the men as to how they should vote, to give them advice in the matter of crops, to instruct the women in cooking, in sewing, in the care of their children. They become a standard in the matter of morals and manners. It is possible for them. if they are possessed of common sense, a fair amount of knowledge. and a Christian character, to completely mould the communities into which they go. I have recently visited a country school where one of our graduates, a young woman, has taught for fifteen years. has trained up and sent to Hampton scores of children. She is known and felt in every house in the place. There is not a colored child for miles around who does not know and love her. She has so far influenced the colored church of the place that none but intelligent ministers can be employed there. She has had classes in sewing where mothers as well as children were instructed. She has been a leader in the temperance work and the Sunday School for years. social life among the colored people of the place have been brightened and improved by the pleasant entertainments which she has gotten

up. She has been a sort of young peoples' Christian Association all in herself. She has built her a pleasant home which is the centre of much of the best social life among the colored people. There she cares for her aged mother, and usually has some young colored ophan girl whom she is fitting to send to Hampton to prepare to be a teacher. Her home is a resort for all the younger teachers in the country. Inspiration and encouragement go out from that woman to the schools about. Politicians understand her power among the people, and know that it will be exercised for the right and against the wrong. In the summer time, she goes out into some degraded districts, teaching for a small pittance and doing real missionary work for her race, often building or mending her school house with her own hands. It is to the multiplication of such centres as this that the moral and religious education of Hampton is directed.

The same opportunities of moulding the character of their people are opening to the young men and women of the Indian race. I visited last summer the Omaha reservation where the people have taker up their land in severalty, have commenced to vote at the regular elections, are under the jurisdiction of the courts and in constant contact with the whites. The need of intelligent, industrious Christian young Indians familiar with the ways of the whites, as leaders of

their people, can hardly be overestimated.

The object lesson presented to the tribe by the comfortable homes and exemplary lives of some of our returned students seemed to me most valuable. Tasteful houses built by their own hands, farms of from 90 to 100 acres under the best cultivation, substantial barns with valuable stock; these were the outward evidences of the progress they had made in Christian civilization, and of a powerful influence they were exerting toward better things among their people.

School houses, mission stations, shops, under the care of Hamp-

ton's returned students, are multiplying in the West.

For these varied forms of missionary work among these two races, Hampton is trying to prepare its pupils. In an important sense, the whole work of the school is a part of the moral and religious training. No department has a monopoly of it. The school room and the shop, the military discipline, the social life, as well as the pulpit and the Sunday School, have the building up of Christian character as their main object.

As students are to become teachers, especial prominence is given in the religious work of the school, to training them to methods of

work for others.

## CHRISTIAN ASSOCIATION.

The whole school is organized into a Christian Association, of which the pastor is president, and students of both races are officers. It has charge, in a general way, of the prayer meetings, the temperance and missionary work in the cottages and Sunday Schools in the neighborhood, the social entertainments and the religious life of the place.

This organization is especially helpful here, where the students come very largely from the Baptist denomination and are prevented from entering into close relations with the school church, which is undenominational. Through this Association, they are enabled to take an active part in the religious work of the school. Committees are formed of teachers and scholars, which have especial lines of labor under their care.

#### PRAYER MEETINGS.

The Senior class has regular instruction in methods of conducting meetings and the use of the Bible in connection with different subjects. The other classes have their own gatherings for prayer once each week, conducted by one of their own number. The leader is chosen by the committee, as are all the subjects, which are printed upon cards and distributed through the school. A large number take part in these meetings and gain the ability to speak to a subject, and use their Bibles for the instruction of others. On Sunday morning there is a meeting of the whole school, conducted in the same way as the others. The Indians attend the general meeting, taking their turn in conducting it. They have their own meeting by themselves, and every evening the Indian boys have service together before

retiring.

The temperance committee has taken charge of the monthly meetings of the temperance society. Their gatherings have been most instructive and entertaining and have been very largely attended. Temperance speakers have on several occasions addressed the school, Representatives of the Woman's Christian Temperance Union have given the girls instruction in organizing societies. Rev J. C. Price, of Salisbury, will address the School on Anniversary week. It is hoped that a Holly-tree Inn may soon be started on the school grounds, under the care of a competent person, which shall be attractive to the students furnishing them an inviting place to which they may resort without being exposed to the temptations that beset them when they go to the town of Hampton. A site has already been chosen, facing upon the street, and the erection of an attractive cottage, costing from \$600 to \$700, is under consideration. It is thought that an inn of this sort would be self-supporting, and would be productive of much good.

#### MISSIONARY WORK.

This part of the school training is most important. It brings the students into contact with their people and gives them experience in helping them. Nine Sabbath schools have been, wholly or in part, under the instruction of our students. Besides this, regular work has been done in the cottages by the Indian and colored boys and girls under the care of teachers. This department is now under the care of Rev. D. W. Fox; Miss Alice Bacon, who has rendered much efficient service here, having left us to go to Japan. The Jackson Schultz Sunday school has been filled to overflowing, and will need to be enlarged if it is to meet the needs of the community where it is situated the coming year. The students have visited the poorhouse regularly, and have held services with the inmates on the Sabbath The cottages of the poor have been repaired by the boys engaged in the carpenter shop, and times of especial need have been tided over by help in the way of food and coal.

The Committee on Christian Courtesy has had an eye to the relations of the students to one another and to their teachers. It has

appointed reception committees for the entertainments of the year, consisting of members of the different classes. Considerable instruction has thus been given in manners. The working of students and

teachers together has done good.

The holidays seemed to be enjoyed by the School. On New Year's Day the girls were invited to receive the boys at the cottages on the place. There have thus been afforded opportunities for the students to know more of their schoolmates and see more of their teachers. In this way, the relations between members of different classes has been improved, and the feeling of suspicion which has existed on the part of scholars towards their instructors is largely done away.

The meetings of the White Cross Legion have been held among the boys during the year. A marked improvement in the matter of purity is reported, especially among the colored boys, and a freedom

from low talk in the cottages.

## SABBATH SERVICES.

The afternoon service at 4 p. m. on Sunday in the Memorial Chapel has attracted many from the town of Hampton and the hotel.

All the students are required to attend at this time, the Indians from Episcopal agencies being allowed to go to St. John's Church in

Hampton.

Rev. J. J. Gravatt, the rector of St. John's, occupied the school, pulpit during the summer months. Rev. D. W. Fox has assisted in the Sabbath services during the past year, when school duties made it necessary for me to be North. Rev. A. B. Woodfin, D. D., pastor of the First Baptist church of Hampton, has also rendered kind assistance. All of these gentlemen teach in the School for Bible Study mentioned below.

The church services have been largely responsive, the choir and congregation having an important part. The singing and chanting under the care of Mr. F G. Rathbun, have added much to the

impressiveness of the worship.

The evening service has been very largely one of song. It has been of an informal character, and the students have taken part. frequently giving accounts of missionary work at home and abroad, or

conducting Bible readings.

Sabbath school for the colored and Indian students are held, the one at 11 a.m., and the other at 2 p. m., the Indian Sunday school under the care of Rev. Mr. Gravatt and the colored under the care of the pastor. The International series has been used by only a part of the school, after they have finished the regular course of Bible study, which is commenced in the day school in the Old Testament and completed in the Sunday school in the New Testament.

## SCHOOL FOR BIBLE STUDY.

There have been eleven members of this class during the present year. The school has been pressed for room, and it has been difficult to find a place where it could be accommodated. It seemed best not to press the matter of getting new members for this department until a suitable building could be provided. The pastors of Hampton, having previously completed their three years' course, did not return

this year. Three of the members of the class went out as colporteurs during the summer, in adjoining counties, and did excellent work. One of them went to work on the docks at Cape Charles, and started a flourishing church, carrying on a night school, and contin-

ing his regular manual labor during the day.

One of the members of this department, who is a good blacksmith and a fair shoemaker, having finished his course of Bible study, is going to Liberia, Africa, this spring, to work at his trade of blacksmithing, and to act as a missionary to the natives. Of the need of earnest men who can unite the duties of teacher and preacher in the

country districts, there can be no doubt.

There is every reason to suppose that if this school for Bible study had a fair opportunity, and some room which it could call its own, instead of being driven hither and thither, as the needs of the Academic department demand, it might have a real growth. A building is much needed which shall at the same time provide for the wants of the school in the teaching of philosophy and Natural History, and give on its upper floor, a local habitation to this school for Bible study. Toward the erection of this building, more than a thousand dollars have been already subscribed. It is hoped that it may be erected during the coming year.

H. B. FRISSELL,

Pastor and Vice Principal.

# Review of Industries.

The belief that "Heaven helps those who help themselves" is a part of the creed of every orthodox Hampton teacher and student. Hence the effort is made to teach the scholars to connect their brains with the ends of their fingers. The twenty different industries practiced on the school grounds, give them opportunities to do this, and to become well-balanced and useful men and women. The combination of industrial and intellectual training makes hard work necessary, and taxes one's energies on all sides. The Hampton student has a long and busy day, with few spare minutes, and he sometimes feels as though less work and more play might make Jack a brighter boy. But after he has left school, and worked for a while among his people, he begins to see the value of his training. The letters received from both colored and Indian graduates, and the speeches made at the Alumni reunion last June, testify to this.

Besides fitting the student for future usefulness, the work system gives him a chance to pay his expenses here, in whole or in part, according as he is a day or a night student, and is one of the best means of keeping him out of the many temptations that always sur-

round large schools.

The first report is that of the "Home" (150 acres), and "Hemenway" Farm (500 acres), Mr. A. Howe, manager. 48 colored and 27 Indian students from the Normal School are detailed for farm work. The former are in five squads, each having their regular work day assigned them. The Indians work one-half day and attend school the other half. Nine colored students work the whole year and attend

night school from 7 to 9 P. M. Two are drivers, and have the care of horses, harness, etc; two are milkers and have care of cattle; four are cart drivers and farm hands, and one has the care of hogs and Three outside men, one a graduate, are regularly employed in care of stables, carting, etc.

Mr. Geo. Davis, farm assistant, a graduate, has special care of the

Indians, and is also a valuable helper in all details of the work.

The crops last year, of early peas, potatoes and other vegetables, were very good, as the season was favorable. All that was not needed on the place was sold to northern and home markets. This year 10 acres were planted of early peas, 12 of Irish potatoes, 8 of sweet potatoes, 20 of oats seeded to clover, 14 of clover, 12 of fodder corn. 10 of corn. 5 of rye, 3 of cabbage and onions, 2 of kale and spinach, and 3 of asparagus. The balance of 110 acres is under cultivation in small fruits, orchards, etc. On most of the land two crops are raised.

The school has suffered this year in the loss of valuable cattle The disease appeared last January. The from pleuro-pnuemonia government being notified, Dr. Walrath was sent down to quarantine both the farms and to take charge of slaughtering the stock and disinfecting the premises. 103 head of cattle were killed in all? Of these one-half were slightly diseased and buried; the rest were sound and sold for beef. The government paid a nominal sum for each head, amounting in all to \$1,300 The school's loss is fully \$3,000. Mr. Howe says, "We shall probably begin to restock about July, and try it again.

It is quite interesting to see the small Indian boys at work on the farm. They manfully carry water, feed the cattle, bunch asparagus, or pick up potatoes, and think it great fun at first to be like the bigger fellows. Great is young Lo's pride when he receives the 2, 3, or 4 cents, as the fruit of his hour's toil and gets his first impression

of the relations between labor and capital.

The "Hemenway" and "Canebrake" farms, in charge of Mr. Charles Vanison, are worked by to students, who are there for the whole year, and attend a night school taught by one of our graduates. Two girls attend to the housework under Mrs. Vanison's direction. This farm has, besides pasture land, 341 acres under cultivation, and is used as a grain and stock farm. It is also a capital place to reform refractory Indian students, as they are separated from their mates, under strict discipline and away from temptation.

Last year 3000 bushels of corn, 4000 of oats, 350 of wheat, and 65

tons of hay, were harvested.

The stock on both farms now consists of 37 horses, mules and colts, 160 sheep and lambs, 170 hogs and pigs, and about 250 fowls.

Under the farm management are also the wheelwright and blacksmith shops. These have 9 colored and 5 Indian boys learning the trades, 7 blacksmiths and 7 wheelwrights; each shop has a competent foreman, and the boys have been and are making good progress. They are at work on carts, wagons, wheel-barrows, horse shoeing, and all kinds of general repair work.

A good many jobs are done for outside parties.

The farm brickyard made by contract 300,000 bricks; 100,000 were used in the foundation of the "Marquand" school, the balance are on hand.

# HUNTINGTON INNDUSTRAL WORKS.

Mr. A. H. Howe, Director, Mr. James Brinson, Manager.

This is an interesting building. The piles of lumber, the pleasant smell of pine wood, the whirling of wheels and saws, and the magic with which the huge logs change into boards and rails, make one feel that considerable business is done here, as the figures will show.

The saw mill in the lower story employs 20 night students all the time, and 18 day students two days of the week. The former, after having learned the trade, are paid ten dollars a month with board: the latter receive 80 cents a day. The mill has been rather short of

hands this year, the boys being of lighter weight than usual.

During six weeks, from Dec. 1st to the middle of January, the saw mill was not running. At the same time that necessary repairs were made on the engine, the rest of the machinery was overhauled, altered, and improved. This work was much of it done by the students in Mr. Jackson's shop. A new shed was also built for storage, and an addition, 30 by 60 feet, made to the mill itself.

In spite of this recess there has been a slight increase in business, nearly 2,000,000 feet of yellow pine having been brought in rafts from the piny belt of North Carolina through the Dismal Swamp canal. Of this lumber, about one-third is sold in the rough in Hampton and

vicinity, the rest in manufactured articles.

The wood-working shop up stairs has 7 apprentices and 3 boys for two days a week. During the first six months they only earn their board, and after that according to their skill, from 50 cents to \$1.25 a day. Six outside men are also in the force, one as a sawyer, the oth-

ers as journeymen, foremen, etc.

A conversation held with the boys brought out the fact that they were very much pleased this year with their work in framing houses. During the summer they put up a house 12 by 16 feet, which waa afterwards taken down. Since then they have made a larger frame of 48 by 60 feet, for a country house, besides all the buildings, such as stable and ice house. They find their drawing lessons of great practical help in this line of business. Both the saw mill and shop are valuable as a means of education, now that colored people in the South are asking for something better than a tumble down cabin.

## HOUSEHOLD WORK.

# Miss M. F. Mackie, Director; Mrs. Irene Stansbury and Mrs. H. H. Titlow, Assistants,

The housekeepers of the institution have the weighty responsibility of the cooking for the six hundred, of washing their clothes, and of keeping the corridors and rooms of the principal buildings free from dust and dirt.

The busy day begins with the rising bell at 5.15 A. M., and breakfast at 6 A. M. One can see in the kitchen, a little before that hour, the dishing of 200 lbs. of corn bread and 150 lbs of well baked beans. A bell taps, and presently a train of 35 waiters comes clattering down the stairs to convey these necessaries of life to the dining room. Another bell sounds and then comes a student army, who make an ef-

fective, vigorous attack on the food, and then withdraw to meet the many duties of the day. At dinner time 400 lbs. of meat and a barrel of potatoes disappear from sight, and supper sees the end of 1½ barrels of flour. This year Graham bread and oatmeal have been added to the regular diet, while a new patent hash cutter enables the kitchen to furnish a dish second only to beans in favor. A new Adam Reid Combination Oven has also been put in this year, and has proved to be a great convenience. This will be competent to do the baking during the summer.

Three cooks, three bakers, and three pantry boys, all work students, besides 2 head waiters and the 35 mentioned, are kept busy here. The waiters sometimes work at scrubbing and cleaning the dining rooms on their work days. Mrs. Titlow reports that she finds the boys very obliging and efficient about the work, cheerfully an-

swering all her demands upon them.

The dishes are washed after every meal, and the tables set by 79 girls, who spend in this way not more than an hour a day. The girls not otherwise reported have their regular duties of cleaning, dusting, and scrubbing the corridors and steps of Virginia Hall and other buildings, and taking care of about hifty teachers' rooms. They are generally paid at the rate of 6 cents per hour. The dish-washers receive 9 cents, but pay for breakage.

The work is as well done this year as ever, and those who have this set of girls in charge especially commend their pleasant spirit.

At the "Teachers Home," under Mrs. Gore, with 75 boarders, 5 pantry and 4 kitchen boys, work students, are steadily employed: 8 waiters and 1 carver serve at meal time, and often lend a hand on their work days. These are often able to get good wages at summer hotels. Several of the boys have been in the Home for two or three years; their experience, with the additional help of an assistant, a graduate, who superintends the pantry and dining rooms, makes the

work more encouraging and easy.

The teachers' laundry, in charge of Miss Woodward, and students' in charge of Miss. Foote, do a thriving business, washing and ironing an average of 8,500 pieces per week; 34 work girls and 60 day girls are employed, the latter in sqads as they are needed. The larger articles are washed and "mangled" by machinery; I night student and I or 2 boys on work days do most of the lifting and heavy work. There is much improvement this year. About a dozen girls, new in the fall, have become quite expert ironers. An inspection of the work shows nicely done up collars and cuffs, smooth, white aprons and clothes. The more experienced girls vie with each other in the finishing of immaculate shirts; 31 in one day have often been ironed by one girl.

"Civilized man cannot live without cooks," and the Cooking Class, under Miss Bessie Morgan, is doing the best to furnish these aids for the progress of both black and red. The lesson is given in the kitchen at the rear of the Principal's house. Here may be seen, at the appointed time, 7 happy damsels in uniform cap and apron, with bowl in one hand and spoon in the other, taking their initiation in the mysteries of making good bread, stews and soups, cooking meats and vegetables, and manufacturing simple desserts. As the

"proof of the pulling is in the eating," the girls have been allowed, this year, to eat what they have made. This has added greatly to the interest taken in the work. Miss Morgan has been using Mrs. D. A. Lincoln's "School Kitchen," as a text-book, and found it very helpfu". About 60 girls, 30 Indian and the rest colored, take these lessons in the course of the year. One colored girl, trained by Miss Morgan last year, has been regularly at work in cleaning the kitchen and attending to outside orders. She har also prepared dainty little lunches to the satisfaction of teachers and school girls. The money obtained in these two ways has more than paid for their materials used by the classes.

Miss Judson, at the Diet Kitchen, has 2 work girls, and 1 boy as waiter, who attend to the cooking and serving of the steak, oatmeal, and other articles needful for those who have special diet. During the month of March there were given in the dining room connected with the kitchen, 4,064 meals, while, 1,230 meals were sent to the students in their rooms. These facts speak for themselves as to the

care taken of the scholars' health.

# THE GIRLS' INDUSTRIAL ROOM.

# Miss M. T. Galpin, in charge.

This always presents a pleasant scene. "Seam and gusset and band" are made here by the hundreds, but the cheerful talk and laughter show that Thomas Hood never saw these seamstresses. Twelve work girls are employed here; 4 of these sew on the general work and assist in dressmaking; 3 are shirt makers, and 5 work on tailoring. The regular detail from the Normal School consists of 47 girls; rather less than last year. They are kept busy by the mending, and also work on the various branches of needle craft. About 200 lessons in drafting by measure for dress making, have been given by Miss Watts, assistant, to the Senior girls, 12 Middle girls, and 4 Indians. The girls especially enjoy these, and look forward with pleasure to the lessons in fitting which are soon to follow.

The young man who did the cutting of uniforms, and general tailoring work, entered the Middle Class on October 1. His place was filled by a young man who had been his helper for  $2\frac{1}{4}$  years; 1 new boy. 4 Indians who work either half a day or on their work days, and 2 colored boys on their work days, are under his instruction and

constitute the working force for the year.

The following figures show the work of this department during the year; General articles made, 2,830: uniform and work suits, 500; citizens suits, 14; shirts of various kinds, 1,203; mending for 242 boys; dressing of 18 doz. colored dolls, which form one of the most attractive features of the sale table in the room.

### THE GREEN-HOUSE.

# Under Miss M. T. Galpin,

has been put under the special care of Mr. Martin, an expert Scotch florist, and has done fairly well; 60 cold frames were added and enclosed in the fall, and some improvement made in the Green-house proper; very little new stock was added. During the month of

March the sales amounted to a little more than \$70; larger than the returns of any previous month. One work student is employed here, and three day-boys have kept at work on the grounds when the weather permitted.

### THE GIRLS' GARDEN.

# Also under Miss Galpin's direction.

A two-acre lot, partly laid off in nice looking beds, started last year as an experiment, has proved a success. The girls who engaged in it were at first unmercifully ridiculed by their companions, who seemed to think that the trowel and the hoe were implements unfit for woman's use. She laughs best who laughs last, however, and as the beds developed pretty flowers and fresh vegetables, matters assumed a new aspect. When at the end of the summer season the brave gardeners were rewarded with a picnic at "Shellbanks," the opposition was completely won over.

Last summer, the garden partly supplied the Teachers' Home and resident families with fresh vegetables. This season it has already displayed a pretty array of wall-flowers and pansies, and gives an earnest of good things in the way of turnips, peas, beans, etc.

The garden paid its expenses, and has been invaluable in giving the girls, generally too much in doors, a chance to breathe fresh air, and at the same time gain knowledge which will be of great use to them in their own homes.

### KNITTING ROOM.

Under the direction of the Treasurer, Mr. F. N. Gilman. Very little work has been done here owing to dulness of trade. Mr. Gilman hopes to resume business this summer. For several years, over ten thousand dozen pairs of mittens were annually knit, which supported twenty-five students.

### ENGINEER'S DEPARTMENT.

# Mr. O. F. Jackson, in charge.

This department has been engaged, since the last report, in repiping Virginia Hall, the Principal's house, the "Tolman" Cottage and the "Wigwam."

The water and gas-works have been altered, the capacity of the latter increased, and both have been concentrated in one building. Three boys can earn their living attending to these works; 6 hands from outside were employed during the winter season. The "Pierce" Machine Shop has had the addition of a pipe-cutting machine. Four boys are learning the business, and between the shop and Engineer's Department, four day-scholars are employed for two days in the week. The shop, in a small way, works in successful competition with Northern markets. The quality of the work done is finer than before, and the boys are longer in getting hold of it.

This department does all the repairs needed on the grounds for

machinery, plumbing, etc., and has charge of the fire engine.

# INDIAN TRAINING SHOPS,

# Mr. J. H. McDowell, Manager.

The Technical Department, embracing Carpenter, Wheelwright and Blacksmith classes, started the past year, is now in good working order. Classes of Indian boys, rotating every two months, working half days, have been taught the principles of joinery, and their application to the manufacture of seats, desks, etc.

Classes of Senior boys and Indian girls, under Miss Kate Park, have had lessons in the use of tools, learning to make simple boxes or similar articles, The room for this purpose has not been fitted up

till recently, and the classes have not as yet had much practice. They hope to accomplish more next year.

The Wheelwright and Blacksmith Technical classes, Mr. Geo. Farrar, Foreman, numbering 6 Indian each, have been taught how to make wheelbarrows and carts from the rough lumber by hand, how to iron them properly, and how to make iron chains and hooks.

Their instructor in these branches reports that they catch ideas

with as much aptness as the white boys whom he has taught.

The following is the report of the five regular trade shops, where

boys work half or all day for two or three years.

Carpenter Shop: this employs a white foreman, Mr. R. L. Howard, three colored students regularly, and two on work days, and six Indians half days during the week, and five on work days. They have put up new fences, made wardrobes, washstands and screens; seats and erasers for Academic Hall; have fitted 193 keys, and made all necessary repairs on school buildings and furniture.

New tools have been added to the stock. Like the woodworking boys, the carpenters have found their drawing lessons a great help about the work; and, though not seeing their value at first, the night

students are now heartily glad of them.

The Paint Shop, under a white foreman, Mr. J. F. LaCrosse, has one colored apprentice, two Indians, working six half days per week, and one Indian on his work day. They have painted the new Technical Shop and fences, repainted the Industrial works, carriage shed, and 42 rooms in Virginia Hall; have kalsomined 34 rooms, and put in 2821 lights of glass, besides oiling and varnishing new seats and tables, etc.

Tin Shop: the store room of the Tin Shops is bright with hundreds of dozens of tin cups, pails and coffee boilers, made for government contract. A highly ornamented, fantastic tin squirrel cage tells of the ingenuity of the apprentices. The force here has in addition roofed several new buildings, and made the repairs on roofs and tin-

ware for the school.

Two regular colored apprentices, and four Indians, under a white

foreman, Mr. E. E. Woodward, are learning this trade.

Harness Shop: here we find a colored foreman, Mr. W. H. Gaddis; one colored apprentice, one student on his work day and three India ns, engaged respectively for six half days or one and one-half days per week. They have made 13 sets of buggy and cart harness, besides shawl-straps; and done a large amount of repairing.



Shoe Shop: in the Shoe Shop are two white journeymen, five students from the night school, one colored boy on his work days, and six Indians at different times through the week.

They have shod 862 pairs of feet, and have repaired 2137 pairs of shoes for the students and neighbors; no small item with our newly

paved shell roads.

During vacation, lectures on carpentry were given by the Manager to a class of advanced apprentices, with very favorable results. A few "chalk talks" on the same subject were also given to the classes in night-school. Books of reference have been placed in the Library bearing on the trades followed by students, and are appreciated.

"The spirit of the work has, as a rule, been good," says Mr. Mc-Dowell. "More have been excused for sickness and other reasons than ever before. A more general knowledge of mechanical pursuits cannot but be the result in the near future of the Manual Training

Classes."

## THE PRINTING OFFICE.

# Mr. C. W. Betts, Manager.

The workers here are kept quite busy by job work from Hampton and vicinity, the printing of reports, circulars, checks, etc., for the school, and the publication of the "Southern Workman," "Alumni Journal," "Talks and Thoughts," and the "Caret," all monthlies; "Airican Repository," and "Hotel Quarterly," four times a year; and the "Home Bulletin," a weekly.

The boys have a four years' aprenticeship, earning the first year board only, and the last year about \$7.00 a month in addition. There are seven colored and one white apprentices; two colored students one male and one female, and one Indian on work days, seven 'employees, either graduates or journeymen from outside, making the total force with the superintendents, eighteen—15 male and 3 female.

This craft is naturally an important one for both races, and is

looked upon as such by the students.

### IN GENERAL.

Besides those employed in the departments mentioned, there are 17 boys who are janitors of the Dormitories, rooms in Academic Hall, Church, Gymnasium and Hospital; two seniors two days in the week at the Library, four orderlies in the offices, four general duty men who handle the freight brought to the school, one boy as night-nurse in the Hospital, and one in the commissary department. One work girl is employed by the Doctor, and another at the Principal's house.

In preparing this report, pains have been taken to find out from the students their views of the trades learned by them. Every colored boy has answered not only that his trade would give him a comfortable support, but also that knowledge of farming and mechanics is a necessity for his people. The Indian is not sure of regular employment, but says "We need to know these things at our homes if we

are to make them comfortable."

From the time schedule, it will be seen that the work students are kept busy from 7 A. M. to 5 P. M., (sometimes 6 P. M.) with an hour's recess at dinner. They attend night-school five days in the week, from 7 to

9 P. M., and are then ready for the soundest sleep. The girls earn besides their board, from \$3.00 to \$4.00 per month; the boys from \$5.00 to \$10.00 and board. To the former is given most of the Beneficiary Aid. The day students are hardly less busy. Study hours from 7 to 8 A. M. and 7 to 9 P. M.; recitations from 9 to 12 and 1.40 P. M. to 3.40.

take the time four days of the week.

After 4 o'clock P. M. the boys have drill, guard and janitor duty. or boats to look after; the girls, gymnastics, cooking, dressmaking classes, or choir rehearsal. All these duties do not come to the same individual, but each one has his or her daily manual labor, besides that done on the two weekly days. This may seem like two high a pressure, but the students are as well and cheerful as in the average of boarding schools, and the end fully justifies the means.

MARY A. R. HAMLIN.

# Medical Report.

The health of the school has been good during the year. While many cases of sickness have occurred, there has been a marked absence of the malarial element which was noticed last year. There has been but one death, that of a colored student, from heart disease. An epidemic of measles has passed through the school. leaving a record of 74 cases, both Indian and colored. Many of the cases were severe, the larger number with severe pulmonary symptons being among the Indians. A good convalesence was made, however, in each case.

In the hospital, 205 cases have been treated, This number includes every degree of ailment, from slight indisposition to serious illness. The boys hospital is bright and airy. It is furnished with games, pictures and books, and is constantly under the care of a watchful nurse. The moral influence of the place is valuable. All boys, therefore, who are for any reason unable to report to work or

school, are assigned to the hospital.

The health record of the Indians has been good during the year. No deaths have occured among them. One girl has been sent home on account of sickness. This student was found unsound on arrival, and her coming to the school was much deplored. For the failure of this and similar cases, sent from the West in various degrees of unsoundness, the eastern climate cannot be held responsible. Many Indians have been under treatment for pulmonary disease during the year. With the exception of the above and one other case, all have held their own or improved. One Indian boy, brought last October in confirmed phthisis, has gained strength and is in better condition than on arrival. Cases of active scrofula have been comparatively rare during the year; but three cases worthy of note have occurred. There seems no reason to doubt that excluding pork from the Indian diet has proved beneficial.

The diet of the entire school has been improved by the addition of oatmeal and an increased variety of vegetables. The general diet now meets the requirements of the mass of students, who eat very heartily and prefer hearty food. For those too delicate for general diet, provision is made by a special diet, prepared and served entirely apart from the general dining room. The Indian students are under constant pur

careful supervision at meals; where no case of failing appetite could escape observation. A student who appears to be below the average standard of health, or to whom the general diet seems unsuited, is always put upon the special diet. This consists of the most digestible and nourishing food. Beef, beef tea, milk, eggs, and soups of all kinds are in constant use. During the winter months when colds and slight ailments are numerous, the number of meals per month served to Indians alone, rises to two thousand. In the summer the

number is small, a special diet table being scarcely required.

The excellent health record of the school for the past two years is worthy of note. It may be attributed in part to more careful selection of material at the West. Much greater care, however, is needed in this direction. In every party, there are found upon examination on arrival, cases of unsound lungs, and other weaknesses, which have escaped observation in previous examinations. The policy of bringing East students who have already, spent some time in agency or other schools, commends itself. Such students have already experienced some change in their manner of life. To change all the conditions of living in a day, would prove a severe strain upon even the Anglo Saxon. To eat, sleep and work regularly, to wear civilized dress and learn to adapt it to the requirements of changing seasons, all this is exactly the reverse of Indian life. Yet this is required of the Indian and this change he is able to make. The change is not without danger, but there is greater danger even from a physical standpoint, in leaving him as he is. The conditions of camp life are sufficient to predispose the strongest to disease, and, especially, to engender and develop pulmonary consumption. A vicious civilization has been responsible for the degradation of camp life. The physical tendency of that life is constantly downwards and without hope. Educating the Indian means offering him correct standards of living and a chance to stem the tide of inherited disease which tends to sweep him away.

M. M. WALDRON, M. D., Resident Physician

# Report of Librarian.

The work of the library grows each year in usefulness and interest, and being entirely voluntary on the part of the students, shows a

vast amount of earnest desire for improvement.

The greatest change that has been made during the year, is in increasing the number of hours that the library as well as the reading room is open, so that at present it is accessible the entire day. We consider this a great advance; still the "working" hours are between four and six o'clock in the afternoon, when most of the students are free from school duties.

Last year, the number of books drawn from the library was so great an increase over that of other years, that it is satisfactory to find that during '87 and '88 the number has been kept good. When it is remembered how limited is the time the students have for reading; only when school, study hour, cooking class, gymnastics or drill are over; it does not seem strange there are not many hours left for quiet reading, and I am often astonished to find how eagerly the moments are snatched for it.

At the request of several of the members of the Senior class, we made a change last November, allowing the Seniors to have two books out at the same time instead of one. The result has been very gratifying, for they have constantly availed themselves of the privilege; choosing books helpful in two studies, or often a history and one of the standard novels; "Ivanhoe" being in high favor.

Our library has been generously remembered this year.

In October, I found Mr. H. P. Nichols's gift of a box of most useful books, awaiting me. and so often has this occurred that it has become a pleasant part of my return, and many of our books bear his

name as the giver.

A most valuable addition of several hundred pamphlets on the civil war and slavery, we have received through the courtesy of the Boston Public Library. These are even more important to us than to many libraries, through the nature of our institution, and as so much of the literature on the slavery question was published in pamphlet form. The other substantial evidence we have had of interest in our work, has been speedily used in the purchase, especially, of needed reference books; for the list of "wanted" is faithfully kept, if at times it is discouragingly long.

There are now about 5500 volumes on the shelves; 360 having been added this year. Among these are several of "Littell's' Living Age", which have been made up from different sources and help to fill out our incomplete set, which is so valuable for reference.

The long hoped for classification of pamphlets is begun, and promises to be of as great use to the geography and history departments in particular, as the scrap book is to the classes in econom-

ics and civil government.

The necessity for more shelf room, which has been increasingly felt, is bridged for the present without taking from the size of the reading room, which is none too large for its requirements. We have 11 daily papers upon the tables, and would gladly add to the number. as they are not only well read in the room, but do second service among the night-school students, who otherwise would only be able to read them on Saturday and Sunday. Our list of weeklies is a good one, many of them being exchanges with the "Southern Workman." These also in their turn are sent either to graduates, to students at Hemenway farm, or the sitting room in one of the boys cottages, and the Indian papers to the Wigwam.

The plan of "posting" each month the most interesting articles in the magazines calls especial attention to them most successfully. The bulletin board is always an object of interest, for there the teachers post the names of books for different classes to read, and references they wish looked out.

When the school opens in October, and the new students come to the library so eagerly and so ignorantly for help from dictionary and cyclopedia, my courage does not fail, though a dozen or more want a book that "treats" on the frog, or the discovery of America. perhaps. But for a few times I bring the book or find the place in a cyclopedia, and the look of astonishment makes me often wonder if they think I "conjure" the book to find the place so easily. Then I



show them the wonders of the index, and help them to "help them-selves," and very soon they are independent, and look upon the

"Young Folks' Cyclopedia" as a friend.

Perhaps the hours when I most thoroughly enjoy the work are on Sunday, and on Saturday evening, when from seven until nine o'clock the room is open and lighted, looking very attractive, filled

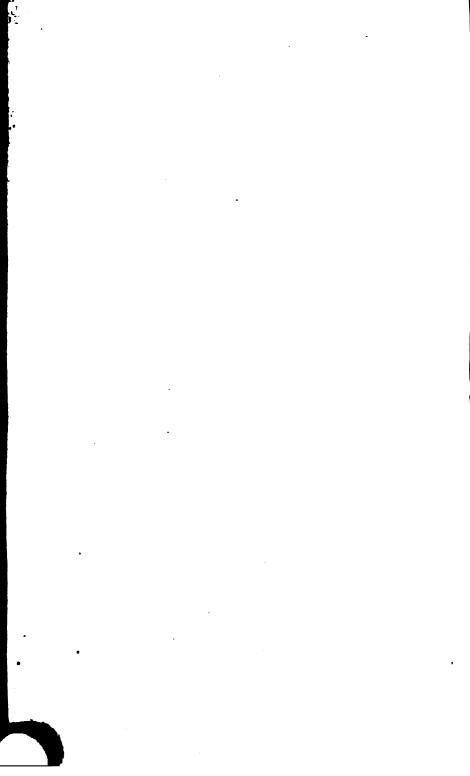
with quiet readers.

The night-school students appreciate this opportunity, and are among the most earnest and thoughtful of those that draw books and frequent the reading room. The library is always open on Sunday as soon as the students leave their dining room, and that is often my busiest day, the room not being vacated until the bugle calls them to inspection and church service.

I cannot close this report without at least alluding to the loss we realize has come to our work in Miss Bacon's departure for Japan. Her unselfish interest for the good of the library was strongly felt, and her well balanced enthusiasm never diminished. As her assis-

tant I could but admire and appreciate it.

HELEN S. BALDWIN, Librarian.



# HAMPTON

# NORMAL AND AGRICULTURAL INSTITUTE

# TREASURER'S STATEMENT

FOR THE

# ACADEMICAL AND FISCAL YEAR ENDING

JUNE 80, 1888.

Hampton, Va.
Normal School Steam Press Print,
1888.

# Recapitulation of Balance Sheet, Hampton Normal

# Receipts

Schedule	A.	Donation Accounts;		
	1.	General Purposes	\$29,428 31	
	2.	Special purposes	27,265 bz	
	3.	Annual Scholarships	28,088 37	
	4.	Endowment Fund	11,987 90	
	5.	Beneficiary Fund	2,277 50	
	6.	Indian Funj	1,663 05	
	7.	Pastor's Salary	1,047 74	
				131.758 &
Schedule	B.	Income Accounts;		
	1.	Interest of Va. State Fund	10,320 36	
	2.	Interest of Invested Funds and Rents	7,874 47	
				18,203 83
Schedule	C.	Miscellaneous Accounts;		
	١.	Sale of old Steam Boiler	242 99	
	2.	Sale of "Hampton Songs "	75 70	
		, ,		318 6
				120,281 21
		Cash Balance June 30, 1887.		6,645 00

# and Agricultural Institute, June 30, 1888.

# Payments.

Schedule	D.	Investments of Endowment		\$7,334 74
Schedule	E.	Real Estate Accounts;		
	3. 4. 5. 6.	Whittier Primary School House New Steam Plant "Smith" and "Hughes" house lots Gas Works Improvements Grist Mill Pierce Shop Engine Room (additions) King's Chapel Hospital General Repairs and Improvements	15,342 79 7,563 43 465 00 1,096 77 382 80 88 58 43 70 6,785 38	
Schedule		Personal Property Accounts;		31,768 50
Ocaccaic	1.		861 6g	
	2. 3. 4. 5.	Furniture Fire Department Library Outfit Text Books and School Apparatus Band Outfit	399 87 520 99 315 99 54 45	2,152 99
Schedule	G.	Industrial Accounts;		-11.2- 33
		Dr. Balances.		
	1. 2. 3. 4 5 6. 7.	Whipple Farm		
	•	14340 30	12,475 25	
	9. 10. 11.	Less Cr. Balances.  Girls' Garden	1,298 67	
Schedule	H.	Current Expense Accounts;		11,176 58
Calculat	1. 2. 3. 4.	Salaries Subsistence Traveling Expenses Sundry Expenses Account; Academic Expenses	25,774 18 15,366 89 2,276 84  13,548 88 3,894 79 2,238 95 296 63	• .
	8. 9. 10. 11. 12.	United States Indians (Dr. Bal.) Lectures and Reading Room Insurance. Southern Workman (Dr. Bal.) Whittier Primary School Expenses School for Bible Study	1,271 36 231 86 711 10 1,072 60 294 72 200 00	66,598 <b>8</b> 0
	ance or	s of Real Estate and Personal Accounts 1 hand June 30, 1988: General Account		119,031 61 2, 270 84 5,623 76
	~	31039 04		\$126,926 21
		_		₩120,020 21
Examined, a	(Sig	and approved, Sept. 18th, 1888. ned.] Chas. L. Mead, ned,] Geo. Foster Peabody, Audit.	ing Commi	ilee.

# STATEMENT OF CASH ASSETS AND LIABILITIES.

Endowment Fund invested and on deposit	June 30, 1887 \$157,940 52 1,964 72 3,577 4,843 46 4,843 46 537 50 880 65	June 30, 1888. 57,940 52 1,964 72 3,577 80 4,843 46 367 26 537 50 880 65
Balance Net Liabilities	\$158,790 15 5,138 98 5,138 98 8165,929 13	\$170,111 91 10,078 26 10,078 26 5180,190 17
Endowment Fund.  Library Endowment  P87 25  Balance due on Insurance—prepaid premiums  1,601 48  Deposits and Personal Accounts.  2,625 43  Officers and Teachers, due on account salaries  1,913 79  Accounts Payable  10,103 04  Balance due Contractors for niping "New Steam Plant".	\$157,153 27 787 25 3,104 12 3,650 82 12,494 71	77,153 27 787 25 3,104 12 3,650 82 12,494 71

# LIST OF SECURITIES FOR ENDOWMENT.

	Bond	ds. Cost to	o School.
\$25,000	_ "	N Y., West Sh. and Buffalo 4's	\$25,375 75
20,000-	- "	Chicago, St. Louis and Paducah R. R. 5's	20,000 00
1,000-	_ "	Bridgeport Steamboat Co	1,000 00
2,000-	- "	Ithaca and Athens R. R	1,900 00
1,000-	- "	St. Louis and Iron Mtn. 2d	1,000 00
12,000-		" " " Consolidated	11,961 23
6,000-		B. and M. in Nebraska, 1st	4,937 50
1,000-	"	Union Pacific Sinking Fund	1,000 00
1,000-		Southern Pacific in California	1,000 00
1,000-	- "	State of Georgia	1,000 00
7,200-	_ "	Chesapeake and Ohio, Series B, and 28 Shares Newport News & Misssissippi Valley R. R. Stock.	7,000 00
14,000~		United States 4's	14,453 12
3,000-	- "	United States 6's (Union Pacific)	3,450 00
1,000-		United States 6's (Central Pacific)	1,150 00
		cate Woman's Branch U. S. Sanitary Commission	1,000 00
		es N. Y. Cent. and H. R. R. R	1,994 35
	10 "	Lake Shore and Michigan Southern	896 25
	10 "	Michican Central	1,156 51
	38 "	Chesapeake and Ohio	1,500 00
	40 "	Meriden Cutlery Co	1,200 00
	50 "	Merchants' National Bank, Baltimore	6,000 00
		t in Union Savings Bank, Providence	2,500 00
		t in Woonsocket Savings Bank	2,500 00
	" Fairfi	eld Property," Rent Paying	1,500 00
		ell Property," " "	co 008
		ral stock note, secured by \$12,000 Northern Central	
		R. 5's	10,000 00
		to School to meet payment on Contractor's work on	
		ew Steam Plant"	3,000 00
		Iuntington Industrial Works	5,000 00
	Note a	nd Deed in Trust, C. II. Vanison	380 00
	••	W. H. Daggs	265 <b>0</b> 0
	**	J. 11. Evans	146 50
	"	r. D. Danks	250 00
		Lewis mansiord	70 67
		ment Cash, on deposit	21,766 39
		Endowment deposited with Boston Safe Deposit and	_
	Trust	: Co	787 25

\$157,940 52

New York, Sept. 18, 1888.

We hereby certify that the above described securities have been examined by us at the Mercantile Safe Deposit Vaults, where they are deposited, and found correct, with all coupons not due attached.

[Signed] CHAS. L. MEAD, Auditing Committee. [Signed] GEO. FOSTER PEABODY.

To the Board of Trustees of the Hampton Normal and Agricultural Institute:

GENTLEMEN—: The foregoing tables of receipts and disbursements, of assets and liabilities, etc., summarize the transactions, and show the financial condition of the Institute at the close of business June 30, 1888. The details of the accounts are presented in the following tables.

The receipts for all purposes, except Endowment and Building Funds, compared with those of the preceding year, show a falling off of about \$3,000. contributing to that extent to an increased deficit. The appropriations from the State of Virginia, (interest from the Land Scrip Bonds), and from the General Government for Indian work, are practically the same in amounts as last year. Receipts from the interest of Invested Endowment and rentals show a gain of over \$2,000. compared with a year ago. In the last five years the Endowment Fund of the school has nearly doubled. Its total is now \$157,940 52 and it yields an average annual interest of about  $4\frac{1}{2}$  per cent.

The donations reported in the following pages comprise all contributions received during the year, and for convenience in printing. the following abbreviations are used:

- "E." Endowment Fund, representing gifts for Permanent Endowment, and including also "Permanent Scholarships," the income of which only can be used.
- "A. S." Annual Scholarships—gifts of \$70 each—paying the tuition of a pupil for one term.
- "B. F." Beneficiary Fund—from which source direct personal aid is given to needy pupils.
- "I. F." Indian Fund—contributions towards the Indian work of the school, and applied for the support of Indians not provided for by the Government.

All other contributions, entered without explanatory marks, are gifts upon which no restrictions have been placed by the donors, and are applied on current running expenses in the direction where help is most needed at the time.

Respectfully submitted,

F. N. GILMAN, Treasurer.



# SCHEDULE A.

# **Donation Accounts.**

"A, B, C, Fund." Collected by Miss C. K. Knowles Aitken, John W., and Mrs. R. A. Dorman, heirs of Mrs. Ann Aitken,	
deceased	1,500 00
Alexander, Mrs. A. M. D	<i>7</i> 0 00
"Miss Janetta	70 00
Allen, H. B.	10 00
" Miss Katharine. " J. J's Sons., towards purchase of new herd of cattle	25 00
J. J's Sons., towards purchase of new herd of cattle	25 00
Anderson, Racillia B. B. F. Angell, Stephen A. S. "Anonymous," Garden City, N. Y. Library Books " " Books on mechanic arts for apprentices' instruction	20 00
Angell, Stephen	70 00
"Anonymous," Garden City, N. Y If	25 00
(Visitor)	5 00 8 00
Books on mechanic arts for apprentices' instruction	
***************************************	15 00
west winsted, Conn	35 ∞
west winsted, Conn	70 00
	547 74
Officers and Teachers of the School, \$200 00	
Church collections 347 74 j	
Arnold, O. B.  Association, American Missionary, towards Pastor's Salary  ""Fitchburg Church Fund" Interest.	10 00
Association, American Missionary, towards Pastor's Salary	500 00
"Interest."	560 <b>00</b>
	<i>7</i> 0 00
Great Barrington, Mass., Indian	<i>7</i> 0 00
Great Barrington, Mass., Indian	20 00
Pittsheld, Mass Indian	35 00
Poughkeepsie, N. Y., Young Women's Christian, Vassar	
College A S	70 <b>00</b>
Bailey, Mrs. Harriet B., bequest of	100 00
Baker, Mrs. E. J. W	210 00
Baldwin, Truman H	15 00
Baker, Mrs. E. J. W. A S Baldwin, Truman H. Barber, Dana C. Bartol, B. H. A S*	10 00
Bartol, B. H	140 00
"""	60 00
Battell, Kobbins and Miss	1,500 00
Battershall, L. A	″ 5 oo
Bell, Alfred	75 00
Bellows, Miss Anna L	70 00
Bement, Miss Harriet A S	70 00
Bennett, Mrs. T. G	70 00
Bigelow, Mrs. Annie L	50 00
" Mrs. W. H	50 00
Billings, Frederick 4 S	70 00
Bishop, Mrs. William D	50 00
Blair, Mrs. D. Clinton	70 00
Blanchard, The Misses	70 00
Bowditch, J. Ingersoll	70 00
	30 00
"Boy's Mission Circle," Bridgeport, Conn	70 00
Bradley, N. L	70 00
Bramwell, Mrs. G. W	70 OO
Brown, James M	<i>7</i> 0 00
Was T Wissen	30 00
" Mrs. T. Wistar A S	70 00

<sup>\*</sup> I For Indian.

Bryce,	Miss Edith	70 O
D	Mary T	70 0
D. 11 M	Mrs. P. M	70 O
Bull, M	ns, Sarah R	70 0 70 0
Durnha	m Parry Williams & Co.	100 0
Burneid	le, The Misses	70 0
Butler	Miss Helen C	200
Buingto	on, Miss Alice	140 0
Dyingic	m, miss reference and a second	140 0
Callend	ler, Miss A. J	<i>7</i> 0 0
	three years)	210 0
Camp,	C. J	70 O
Campbe	ell, Mrs. B. M	70 O
	Mrs. Harriet A	70 O
Carter,	Aaron, Jr	70 a
C .	Mrs. Aaron, Jr	10 0
Cary, N	Aiss Anne PE	25 0
Chicken	ring, Prof. J. W	5 O
Church	Albany, N. Y., First Congregational, (collection at meeting)	8o 3
16	Bloomfield, N. J., First Presbyterian	80 o
66	Boston, Mass., First, (Ladies of). A S  B F  (Friend) B F	350 0
	# # /Faland\ DE	15 0
- 14	"King's Chapel, (Members of) for additions to	10 0
	"Ving's Chapel, (Members of) for additions to	63 5
44	"King's Chapel Hospital"	700
5.6	Breeklyn N.V. Church of the Dilgrims (collection of meet	70 0
	ing Novem ber 27, 1887)	133 5
111	Clinton Avenue Congregational	143 5
**	" Lafayette Avenue Presbyterian (collection at	*43 5
	meeting April 15, 1888)	163 8
2.6	Buffalo, N. Y., First Presbyterian	70 O
44	Control of the Contro	30 O
14	" North, ("The David Livingstone Scholarship"	
11	secured by Miss M. H. Sears)	70 ¤
	Cambridge, Mass., Shepard, "The Margaret Shepard Society"	
44	of	70 0 50 0
**	Cadandaigua, N.Y., Congregational (Ladies Home Missionary	50 0
	Society of)	70 O
	Charlestown, Mass., Winthrop, and S. S	70 0
4.6	Cleveland, Ohio, First Presbyterian E	500 0
86	Dorchester Mass., Second (Friends)	5 4
44	Farmington, Conn., Congregational	30 0
	Hartford, Conn., Second, (collection at meeting December 6,	3-
	1887	170 7
4.6	Liberty, Va., St. John's Church Aid Soc ety	35 oc
86	Lincoln, Mass., First Congregational	11 0
**	Lincoln, Mass., First Congregational	
	Dec. 6, 1887.)	50 ∞
4.6	Montclair, N. J., Congregational, (Collection at Union meet-	-
	ing, Nov. 30, 1887.)	245 1.
**	New Bedford, Mass. First Cong'l, (Unitarian) Society	100 0
4.4	New Brunswick, N. J. First Presbyterian, (collection at meet-	
	ing Dec. 17, 1887.)	63 9
**	New Haven, Conn., Centre, (Collection at meeting Dec. 5,	
44	1887.)	72 7
	New London, Conn., Second Congregational, (Collection at	
	meeting Dec. 8, 1887.)	52 5

<sup># 1</sup> For Indian.

Church,	New New	Orlea York	ns, L	a., Christ y, First	's, Parish A Collegiate	id Associat Reformed,	ion of	140	<b>00</b>
				meeting.	} <b>.</b>			23	60
44	"	46	"	Fourth .	Avènue P	resbyterian,		37	62
44	**	"	"				n at meeting.)	76	18
••	••	••	••				(Collection at		
4.		44	"	meeting	May 13, 188	8.)	47-1141	77	00
	•••	•••	••	Church	of the Ho	oly Spirit,	Collection at by Mrs. Caro-	0 -	
44	**	**	"	meeting	Dec. 4, 188	7	hu Mm Cana	85	00
				line D	Fly	carnation, (	by Mis. Caro-	700	~
46	"	"	**	Church	of the In	carnation (	Collection at	100	w
				meeting	Dec. 4 18	87	··········	80	20
44	Norw	rich C	onn.	Park. ((	ollection a	meeting D	ec. 7. 1887.)		77
66	Orani	ge. N	. I I	irst Pres	byterian.	oung Ladi	ec. 7, 1887.) es Missionary	3,	••
	S	ociety					$\ldots IF$	16	00
"	Orang	ge Va	lley, 🛚	N. J., Co	ıg'l, (Colle	ction at me	eting Nov. 28,		
	18	87.).					$\dots A$ S	70	00
44	Pittsfi	ield, l	Mass.	, First, ((	offection a	t meeting	eting Nov. 28, 		24
	Plaini	held,	N, J.,	, Crescen	Avenue,	rrespytenai	1	25	00
••							(Conection at		_
44	D:		. n	ieeting N	ov. 29, 1887	'	Collection at	112	28
	Provi	dence	e, K.	1., we	ing April	onitarian, (	Conection at		
44		44		M'es	ing April 2	9, 1000) Linitarian /	Friend, sub-	30	00
				scrib	ed at meeti	ng Anril 20	1888.)	500	~
66	Salen	n Ma	ss S	outh (Co	llection at 1	neeting Dec	. 9, 1887)		25
46	South	port.	Conn	Cong'l	and S. S.				00
"	Sprin	gfield	. Mas	s. Hope	Congregat	onal			04
**		77.	,	South	, "Wide A	wake Socie	ty" of A S*		00
••		••	•	South	(thro the	"Hampton	(Thab '')		66
46	Stam	ford,	Conn	., Method	list Episcop	al	t meeting) ers"BF ' Mission CirAS	35	00
"	Stock	bridg	е Ма	ss.,_Cong	regational (	collection at	meeting)	62	43
"	Wake	field,	Mass	., Cong'l	, ("The Mi	ssion Worke	$\operatorname{ers}^{\prime\prime} \dots B I$	25	00
	Water	rbury,	Con	n., First	Congregati	onal (Ladies	Mission Cir		
44		44		Cie)		mal /Mamb	ers of) $AS$	•	00
44		**	6	First	Congregation	mai (Memo	nen's Benevo	70	СО
	ì.	ent Sc	ciaty	Secon	u Congrega	tional (Wo		70	00
46	West	field	Mass	First (	ongregatio	ual		•	ω ω
**	Word	ester.	Mas	s All Sa	ints Parish		A S	•	00
• •		•	**	Centra	Congregat	ional, (colle	ction at meet.	,,	•
				ing)				48	06
**	•	**	**	First U	nitarian (L	adies' Bene	volent Society	•	
				of and	others,) thi	o. Miss F. A	1. Hill <i>A S</i> **	70	00
44		•	•••	First U	nitarian (L	adies' Bene	volent Society	_	
44		١ ،	44	of and	others,) thr	D. MISS F. A	. Hill $II$		00
44				Union	Congregati	onal (Memp	er of)	3	00
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Ciaix,	Willia	 m							00
Clarke.	B. G.						4 S		00
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Club, B	rookly	n, N	. Y.,	"The H	. H."				00
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S	oringfi	eld, I	viass.,	"The H	ampton''	• • • • • • • • • • • • • • • • • • •	1 S*	140	
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<sup>\* 1</sup> For Indian + For Indians.

C-11' M'- M A	
Collins, Wiss Mary A	70 OO
Collins, Miss Mary A	
The Misses Effen and Margaret	<b>70 ∞</b>
Conant, Mrs. R. D.         B F           Coolidge, J. Randolph         A S           Cooper, Rev. Chas. D. D. D.         A S	1 00
Coolidge I Randolph 4 C	
Coolinge, J. Maintoiphi	70 OO
Cooper, Rev. Chas. D., D.D	70 00
William, Estate of, by G. C Cooper, Executor	50 00
Com Manual 1 C	
Cope, Marmaduke C	100 00
Crafts, Mrs. J. M	50 00
Crown Mins Clare I	
Crane, Miss Clara I Crane, Mrs. Z. M Crapo, Hon. W. W. Cuttis, Mrs. Geo. C	50 ∞
Crane, Mrs. Z. M	100 00
Crane Hen W W	•••
Ciapo, Hon. W. W.	10 00
Curtis, Mrs. Geo. C Library Books	25 00
" George Estate of by I C Waterman Trustee	
Ocolge, Estate of, by 12. ( . Waterman, Trustee	10,000 00
Curtiss, Charles	20 00
Cutting R Fulton 4.5	250 00
tutting, N. 1 uitoii	350 W
Dakin, The Misses <i>B I</i>	5 00
T. 11 7	
Daily, Leonora AB I	100
Dally, Leonora A.         B F           Danforth, F. S.         A S           Davenport, Miss E. W.         A S*	35 00
The state of the s	
Davenport, Miss E. W	70 oo
Day, Frederick K	70 00
D. D D. F.	
De Forest, E L	200 00
Delafield, Maturin I	10 00
Demarest, Mrs. Phebe C	70 00
Denison, Rev. J. H	140 00
Denny, Mrs. L. B	
Denny, Mrs. L. B	<b>70 0</b> 0
Dester Mrs Henry 4 S*	70 00
A M FI S. I I TO SEE SEE SEE SEE SEE SEE SEE SEE SEE SE	•
Mrs. F. B., and J. D. Wheeler	70 00
Dickerman, Mrs. Julia A	75 ∞
Tyle 1	
Dickinson, Mrs. J. F	70 <b>0</b> 0
Dix Dorothy I. Estate of through H. A. Lamb Executor	1,000 00
Dickinson, Mrs. J. F	•
Dixwell, Arthur A 5*	<b>70 ∞</b>
Dodd, Ámzi	70 00
T) ' ' 1 11 2)	•
Dominick, W. Gaver	25 00
Downes, W. E	70 00
To 1 2 2 2 1	•
Dusenbury, C. Coles	25 00
•	•
P. J	
Edwards, Miss E	
174	5 ∞
" Walter	
" Walter	10 00
" Walter Eldridge, Miss Alice B	
" Walter. A S Eldridge, Miss Alice B. A S " Isabella A S	10 00 70 00
" Walter. A S Eldridge, Miss Alice B. A S " Isabella A S	10 00 70 00 70 00
" Walter. Eldridge, Miss Alice B	10 00 70 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S	10 00 70 00 70 00 300 00 70 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S	10 00 70 00 70 00 300 00 70 00 35 00
"Walter.       4 S         Eldridge, Miss Alice B.       4 S         "Isabella.       4 S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       4 S         Ellison, Mrs. Mary D.       4 S         Elv. Z. Stiles.       4 S	10 00 70 00 70 00 300 00 70 00
"Walter.       4 S         Eldridge, Miss Alice B.       4 S         "Isabella.       4 S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       4 S         Ellison, Mrs. Mary D.       4 S         Elv. Z. Stiles.       4 S	10 00 70 00 70 00 300 00 70 00 35 00 70 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S         Ellison, Mrs. Mary D.       A S*         Ely, Z. Stiles.       A S         Endicott. William. Ir.       A S	10 00 70 00 70 00 300 00 70 00 35 00 70 00 70 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S         Ellison, Mrs. Mary D.       A S*         Ely, Z. Stiles.       A S         Endicott. William. Ir.       A S	10 00 70 00 70 00 300 00 70 00 35 00 70 00 70 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S         Ellison, Mrs. Mary D.       A S*         Ely, Z. Stiles.       A S         Endicott. William. Ir.       A S	10 00 70 00 70 00 300 00 70 00 35 00 70 00 70 00 5 00
"Walter.       4 S         Eldridge, Miss Alice B.       4 S         "Isabella.       4 S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       4 S         Ellison, Mrs. Mary D.       4 S         Elv. Z. Stiles.       4 S	10 00 70 00 70 00 300 00 70 00 35 00 70 00 70 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S         Ellison, Mrs. Mary D.       A S         Ely, Z. Stiles.       A S         Endicott, William, Jr.       A S         Ensign, Prof. J. L.       Evans, Mrs. Glendower.	10 00 70 00 70 00 300 00 70 00 35 00 70 00 70 00 5 00
"Walter.         Eldridge, Miss Alice B.       A S         "Isabella.       A S         Ellingwood, Mrs. Emily G.       E         Eliot, Samuel, LL.D.       A S         Ellison, Mrs. Mary D.       A S         Ely, Z. Stiles.       A S         Endicott, William, Jr.       A S         Ensign, Prof. J. L.       Evans, Mrs. Glendower.	10 00 70 00 70 00 309 00 70 00 35 00 70 00 5 00 25 00
" Walter.  Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 35 00 70 00 70 00 5 00 25 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 309 00 70 00 35 00 70 00 5 00 25 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 35 00 70 00 5 00 25 00 70 00 280 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 70 00 70 00 25 00 20 00 20 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 35 00 70 00 5 00 25 00 70 00 280 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 70 00 5 00 25 00 280 00 100 00 500 00
" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 70 00 5 00 25 00 70 00 280 00 100 00 70 00
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" Walter. Eldridge, Miss Alice B	10 00 70 00 70 00 300 00 70 00 70 00 70 00 25 00 70 00 280 00 100 00 500 00 70 00
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<sup># 1</sup> For Indian.

Flower.	rs. F. E	75 00
roy, Jam	res ri · · · · · · · · · · · · · · · · · ·	70 CO
* 1161101	Steam Plant	6,000 00
4.	Boston, Mass., [Through General J. F. B. Marshall]E	5,000 00
**	Boston, Mass., [Through General I. F. B. Marshall] F.	500 00 300 00
4.6	E	50 00
••	" " A S	70 00
**	Brookline, Mass	30 00
**	Monson, "	200 00
• •	Morristown, N. J	1 00
**	New Haven, Conn	4 00
••	New York City	100 00
••	16 66 66	10 00
••	Orange, N. J	6 00
44	Philadelphia, Penna	50 00
44	Salem, Mass.	
44	Salem, Mass.	20 00
	Waterburn Conn	5 00
Friends	Waterbury, Conn.         4 S           [through Miss Rhoades], N. Y. City         E           A. S         A S	70 00
Frissell	A S	20 00
1 1103011,		70 00
Gale, Mi	ss Margaret E	70 00
Gannett,	Rev. W. C	35 00
Germant	own, Pa., (Collection at meeting Nov. 25, 1887)	85 87
Gibbons,	Mrs. I nomas P	70 no
Gibbs, 11	Mrs. G. M. B F S. D., M. D.  A Sessie T. A S.	140 00
Gilbert 9	SIN M IN	1 00
Cinna (	Innial F. and Mice Ressia T.	10 00
		70 00 70 00
Grav. Wi	illiam T	50 <b>0</b> 0
Greenous	illiam T. gh, John	7C 00
Griggs, N	Miss Helen M	90 00
Grimes, 3	Mrs. Nahum	70 00
Grover, \	W. O A S	70 00
Hagleles	Mr.	
Hammon	, Mrs. nd, Geo. W	50 00
Hardwic	k, B. C E	10 00 5 <b>00</b> 00
Hardy, F	Edward L	70 00
Harris, M	Edward E	200 00
Haich V	Arc Δ I	25 00
Hawk, V	Villiam S	70 00
Haynes,	Villiam S	100 00
Hazard.	K	5 <b>00 0</b> 0
Heald, D	D. A	70 00
Hemenw	'ay, Mrs. C. P	<b>70 0</b> 0
Hills, Mi	rs. Ellery	70 00
Hooper	Bros	70 00
Hotchkie	s Institut S	70 00
Houghton	s, Justus S	70 00
Houston	I. B	70 00 70 00
Howard.	J. B	25 00
Hovt. I.	B	25 00 60 00
Hubbell.	Rev. W. S(on account) A.S.	5 00
Huideko	Rev. W. S(on account) A.S. per, A. C	5 00
Humphre	eys, Richard C	35 00
Hunnewe	ell. H. H	100 00
Hurtt, B.	Scott	140 00

<sup>\* 1</sup> For Indian.

"In Memoriam"	100 00 70 00
Inslee, Samuel Ireland, John H Ireson, The Misses H. Isabel and Kate C	250 00 25 00 70 00
Jackson, Mrs. S. T. Z	50 oo
James, D. Willis, towards Pastors' Class Expenses	100 00
Jarvis, George A	<b>20 0</b> 0
J. B. C., New York	25 00
Jarvis, George A.  "J. B. C.," New York	10 00
1 S*	70 ∞
Jesup, Morris K	<i>7</i> 0 00
Johnson, Edward C	70 00
" Francis H	.co oo
Johnston, John Taylor	70 00 200 00
Jones, Miss Amelia H	70 ∞
" Mrs. Edward C	70 00
" Jacob P	<b>70 0</b> 0
Judd, H. L	20 00
Keese, Mr. and Mrs. J. W	75 ∞
Kelsey, Clarence H	25 00
Kendall, Miss H. W	70 00
Kilborne, A. W	30 00
Kimball Miss Hannah P R F	70 00 20 00
Kimball, Miss Hannah P. B.F. Kingsbury, Dr. C. A.	10 00
Kirkham, James Kirtland, Mrs. Anna T. E	20 00
Kirtland, Mrs. Anna T. E	70 <b>0</b> 0
Kittredge, Willie and Charlie	70 00
Knapp, H. M	70 00
	<i>7</i> 0 00
Lane, I. Remsen and Clarence D. Newell	70 OO
" Mrs. Louisa G	100 00
Lang, A	35 ∞
" Mrs. Samuel	70 00 70 00
Learned, Miss Grace Hallam	70 00
" " Mahel " " Mahel	70 00
Learoyd, J. S., Treas. Library Books Leavitt, James T	14 63
Leavitt, James T	<i>7</i> 0 00
Lent, Miss Alletta 4 S " William B 4 S	70 00
Lewis, Enoch	70 00 70 00
" Miss E. W	70 00
" " Mary	70 00
" The Misses Mary and Sarah	150 00
" Miss Sarah	70 00
Library Contribution Box Library Books Lodge, Mrs. Anna C. 1 S*	6 48
Lodge, Mrs. Anna C	140 00
	30 00

<sup>\* 1</sup> For Indian.

Longfellow, Miss Alice M	140 00
Longstreth, Miss Susan	<del>7</del> 0 00
Longfellow, Miss Alice M	30 00
Longuegr I M	
Longreat, J. M	<i>7</i> 0 ∞
	30 00
Low, Hon. and Mrs. Seth	70 00
Lowell, Miss Anna C	140 00
steam Plant	500 00
" " towards navment of loan on insurance account	
I amali Mia Caussia	500 00
Lowell, Miss Georgina Ludlow, Miss Anna D. Lyman, E. H. R. Lyman Dr. H. M. Lyman, Hon. Theodore.  Southern Workman A S	10 00
Ludlow, Miss Anna D	50 00
Lyman, E. H. R	15 00
Lyman Dr. H. M	20 00
Tymen Hon Theodore	
	70 <b>0</b> 0
Marshall, Mrs. B	
Man Dishard	50 00
Mason, Mrs. Richard	70 00
Mather, Mrs. Samuel	500 00
Mathews, Mrs. H. D.	20 00
Mayo E R	
McClure, Mrs. Catherine Tremain	70 <b>0</b> 0
	30 00
McDougall, Sidney	25 00
McIntyre, A	70 00
McDougall, Sidney	, 00
Frederick Marquand (for the exection of new school building for	
Demonst Department to be known as 4 The Whitis Del	
rimary Department, to be known as the writter rimary	
School.")	15,407 55
Mead. Charles L	70 00
Means Rev James H D D	•
Manager Manager D. and Ming Flammer	70 <b>0</b> 0
Meneely, Mr. and Mrs. George R. and Mrss Eleanor	<i>7</i> 0 00
Merriam, Homer	70 <b>0</b> 0
" G. C	25 00
Merriman, Rev. Daniel         A S           Miller, Mrs. Charles A         A S*           Milliken, Mrs. Emily W         I	•
William Man Charles A	75 <b>0</b> 0
Miller, Mrs. Charles A	140 00
Milliken, Mrs. Emily W	4 00
Mills, Rev. and Mrs. B. Fav	70 00
" Mrs G. H	
44 Tuman A	70 OO
Milliken, Mrs. Emily W	70 OO
Stinistering Children's League Brookneid Centre, Conn., (thro. C.	
E. Vroman.)	46 46
"M. M. C.," New York	40 00
Moen, Philip L	70 00
"Mohican" The Steam Vacht	•
Manage Man Pilant D	73 <b>o</b> o
Monroe, Mrs. Elbert B	
Moore, Judge N. B	70 OO
	70 00 40 00
" W. H. H	40 00
W. H. H. Morgan, F. E.	40 00 100 00
W.H. H. Morgan, F. E	40 00 100 00 70 00
W. H. H. Morgan, F. E. S. Griffiths	40 00 100 00
W. H. H. Morgan, F. E	40 00 100 00 70 00
"W. H. H.  Morgan, F. E	40 00 100 00 70 00 10 00 70 00
Moore, Mrs. Elbert B	40 00 100 00 70 00 10 00 70 00 50 00
" W. H. H.  Morgan, F. E	40 00 100 00 70 00 10 00 70 00 50 00 70 00
W. H. H.  Morgan, F. E.  S. Griffiths.  "The four Children," A S*  Morris, Israel.  Mulock, Mrs. Maria L.  Murray, Bronson  Murray, Bronson  Murray, Front The Trustees of	40 00 100 00 70 00 10 00 70 00 30 00 70 00 10 00
Murray Fund, The Trustees of	40 00 100 00 70 00 10 00 70 00 50 00 70 00
Murray, Bronson  Murray Fund, The Trustees of  A N*  Nach Min Elisabeth S	40 00 100 00 70 00 10 00 70 00 50 00 70 00 10 00 70 00
Murray, Bronson  Murray Fund, The Trustees of  A N*  Nach Min Elisabeth S	40 00 100 00 70 00 10 00 70 00 50 00 10 00 70 00 5 00
Murray, Bronson  Murray Fund, The Trustees of  A N*  Nach Min Elisabeth S	40 00 100 00 70 00 10 00 70 00 50 00 70 00 10 00 70 00
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Murray, Bronson  Murray Fund, The Trustees of  A N*  Nach Min Elisabeth S	40 00 100 00 70 00 10 00 50 00 10 00 70 00 218 00 70 00 140 00 210 00
Murray, Bronson  Murray Fund, The Trustees of  A N*  Nach Min Elisabeth S	40 00 100 00 70 00 10 00 70 00 50 00 70 00 10 00 70 00 115 00 70 00 140 00 210 00 210 00
Nutray, Bronson Murray Fund, The Trustees of  Nash, Miss Elizabeth S  Nettleton, John H  Newbury, Thompson  "New Haven," Conn., (through Rev. Newman Smythe, D. D)  Newlin, The Misses  1. S  Nichols, Algernon P  Norton, Miss Emelline F.	40 00 100 00 70 00 10 00 50 00 10 00 70 00 218 00 70 00 218 00 140 00 210 00
Nutray, Bronson  Murray Fund, The Trustees of  Nash, Miss Elizabeth S  Nettleton, John H  Newbury, Thompson  "New Haven," Conn., (through Rev. Newman Smythe, D. D. 4 S  Newlin, The Misses  Nichols, Algernon P  Norton, Miss Emeline F  "H B	40 00 100 00 70 00 10 00 70 00 50 00 70 00 10 00 70 00 115 00 70 00 140 00 210 00 210 00
Nutray, Bronson  Murray Fund, The Trustees of  Nash, Miss Elizabeth S  Nettleton, John H  Newbury, Thompson  "New Haven," Conn., (through Rev. Newman Smythe, D. D. 4 S  Newlin, The Misses  Nichols, Algernon P  Norton, Miss Emeline F  "H B	40 00 100 00 70 00 10 00 70 00 50 00 70 00 10 00 218 00 70 00 140 00 140 00 140 00 70 00 70 00
Nutray, Bronson  Murray Fund, The Trustees of  Nash, Miss Elizabeth S  Nettleton, John H  Newbury, Thompson  "New Haven," Conn., (through Rev. Newman Smythe, D. D. 4 S  Newlin, The Misses  Nichols, Algernon P  Norton, Miss Emeline F  "H B	40 00 100 00 70 00 10 00 50 00 70 00 10 00 70 00 215 00 70 00 140 00 210 00 100 00 70 00 70 00 70 00
Nutray, Bronson Murray Fund, The Trustees of  Nash, Miss Elizabeth S  Nettleton, John H  Newbury, Thompson  "New Haven," Conn., (through Rev. Newman Smythe, D. D)  Newlin, The Misses  1. S  Nichols, Algernon P  Norton, Miss Emelline F.	40 00 100 00 70 00 10 00 70 00 50 00 70 00 10 00 218 00 70 00 140 00 140 00 140 00 70 00 70 00

<sup>\* 1</sup> For Indian. † For Indians.

Ogden, Robert C., towards expenses incurred in securing Endowment,	475 35
Olmstead Mrs Fred law	5 00
Olmstead, Mrs. Fred Law. Library Books Osgood, Mrs. Sarah R. A.	
Overton, Hannah M	210 00
Overton, Hannah M	10 🚥
Paine, Mrs. Chas. J	
Table, Mrs. Chas.	200 00
Mr. Root. Treat.	70 OO
MPS	70 CO
Parish, Henry.	250 CO
Parker, Mrs. Chas	7 ∞
Payson, H. M	70 ∞
Peabody Educational Fund (through Dr. John I. Buchanan Sunt of	,0 00
Education Richmond Va	
Balada F 11	500 on
reabody, F. H.	<i>7</i> 0 ∞
Lieorge Poster	35 00
Peck, Robert "Pensioners Loan Fund," by H. Gawthrop	25 00
"Pensioners Loan Fund," by H. Gawthrop B.F.	20 00
repaid by viiss wary introduced by	20 00
Perkins, Mrs. Edward	70 00
" Mrs Frances W	25 00
Perkins, Mrs. Edward	140 00
ff ff ff ff	
Pierce, Mrs. Moses	10 00
Pierson, Mrs. W. S	<i>7</i> 0 ∞
Pierson, Mrs. W. S.	70 <b>co</b>
Platt, C. M.	25 OO
Pond, Henry OtisIF	5 ∞
Porter, Miss Helen	140 m
Post, Mrs. D. H. (collected by)	70 00
Powers Mrs Thomas H	5, <b>000</b> ∞
Pratt. Hon. Pascal P	70 00
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4 7 10, 11, 13, 11, 11, 11, 11, 11, 11, 11, 11	15 00
Randolph, Mrs. Theodore F	8 25
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Rice, Albert S.	250 00
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Roberts, Henry and Mrs. George	70 00
Roberts, Henry and Mrs. George AS Robinson, Mrs. Joseph H. Rockefeller, Misses Bessie, Alta and Edith, and John D, Jr. AS Rockefeller, Misses Bessie, Alta and Edith, and John D, Jr. AS	20 00
Rockefeller, Misses Bessie, Alta and Edith, and John D. Ir 4 58	<b>280</b> 00
Rogers, Mrs. George Bliss	70 00
ii Calvin	4 00
Rose Mes Sarah S	140 00
for the Rose Cottage for Indians at Hemen-	140 07
Rose, Mrs. Sarah S	250.00
Rotch, Mrs. Wm. J	250 00
Rolling William Start Manager Land A. H. L. H. L.	70 <b>00</b>
Rowland, Samuel, A Memorial tribute to Henry Rowland for horary	
for members of Pastors Class.	500 00
Russell, George A	<b>70</b> ∞
" Mrs. Geo. R	350 oo
DIESS DIREION CONTRACTOR	7 <b>0</b> 00
" Mrs. S. T E	25 00
	-
Sage, Mrs. Dean	70 00
H. W	250 00
Sanford D. S	70 00
AMERICA AND AND AND ADDRESS OF THE A	, , ,
" I For Indian. \$ 2 For Indians.	
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School Canandaigua N. V. Granger Place Miss'ny Socy of 15	70 ∞
School Canandaigua, N. Y., Granger Place, Miss'ny Socy, of	. 70 00
Dows	75 ∞
Germaniown, Fa., Onis of Miss Elizabeth L., Flead S.,	70 00
" New York City. "St. Johns" by Mrs. Theo. Irving A St	70 00 145 00
"Newburgh, N. Y., Young Ladies of Miss Mackie's	
" Northampton Mass Voung Ladies of Miss Canen's 4.5"	70 00 35 00
girls)	20 00
Walladay Mass Voyne Lodiou of "Done Hell?"	20 00
" Wellesley, Mass., Young Ladies of "Dana Hall"	70 00
Scoville Mrs I M I	70 00 25 00-
Scribner, Mrs. J, Blair 4 S Sellew, Mrs. T. G. 4 S	70 00
Sellew, Mrs. T. G	70 00
Sengstocke, J. H. H. Serrell, Lemuel W	1 00
Shannon Mary C. and Mary	10 00 7 <b>0</b> 00
Shaw, Mrs. G. H	210 00
Mrs. R. G 1 S	70 00
the tit ti ti	10 00
Shepard, Sidney E Shipley, Samuel R	500 00 25 00
Still, W. F., and the Misses	70 00
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"Slater. The John F. Fund" Rev. A. G. Havgood, D. D., Gen. Agt. B.	70 00 1,020 00
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· · · · · · · · · · · · · · · · · · ·	1,000 00
For Instruction in the Mechanic Arts	
	210.00
Slater, William A. (One scholarship for three years)	210 00 70 00
Smith, Charles S       A S         " Elizur       A S	70 00 70 00
Smith, Charles S       4 S         "Elizur       4 S         "Miss E. P       1/5	70 00 70 00 8 00
Smith, Charles S         4 S           " Elizur         4 S           " Miss E. P         # B F	70 00 70 00 8 00 7 00
Smith, Charles S       A S         " Elizur       A S         " Miss E. P       IF         " " " B I         " Prof., and Mrs. Goldwin       Library Books         " Isaac E       A S	70 00 70 00 8 00
Smith, Charles S         1 S           "Elizur         4 S           "Miss E. P         1 F           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S	70 00 70 00 8 00 7 00 50 00 70 00
Smith, Charles S       1 S         "Elizur       4 S         "Miss E. P       1 F         "Prof., and Mrs. Goldwin       Library Books         "Isaac E       4 S         "Mrs. James A       1 I	70 00 70 00 8 00 7 00 50 00 70 00 130 00 25 00
Smith, Charles S         1 S           "Elizur         4 S           "Miss E. P         1 F           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 F           "Wellington         4 S           "William Alexander	70 00 70 00 8 00 7 00 50 00 70 00 130 00 25 00 70 00
Smith, Charles S         4 S           "Elizur         4 S           "Miss E. P         4 S           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 S           "Wellington         4 S           "William Alexander           Society, Boston, Mass., for Propagating the Gospel among the	70 00 70 00 8 00 7 00 50 00 70 00 130 00 25 00
Smith, Charles S         4 S           "Elizur         4 S           "Miss E. P         4 S           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 S           "Wellington         4 S           "William Alexander           Society, Boston, Mass., for Propagating the Gospel among the	70 00 70 00 8 00 7 00 50 00 130 00 25 00 70 00 50 00
Smith, Charles S         4 S           "Elizur         4 S           "Miss E. P         4 S           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 S           "Wellington         4 S           "William Alexander           Society, Boston, Mass., for Propagating the Gospel among the	70 00 70 00 8 00 7 00 50 00 70 00 130 00 25 00 70 00
Smith, Charles S         4 S           "Elizur         4 S           "Miss E. P         4 S           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 S           "Wellington         4 S           "William Alexander           Society, Boston, Mass., for Propagating the Gospel among the	70 00 70 00 8 00 7 00 50 00 130 00 25 00 70 00 50 00
Smith, Charles S         4 S           "Elizur         4 S           "Miss E. P         4 S           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 S           "Wellington         4 S           "William Alexander           Society, Boston, Mass., for Propagating the Gospel among the	70 00 70 00 8 00 7 00 50 00 70 00 130 00 25 00 70 00 50 00
Smith, Charles S         4 S           "Elizur         4 S           "Miss E. P         4 S           "Prof., and Mrs. Goldwin         Library Books           "Isaac F         4 S           "Mrs. James A         1 S           "Wellington         4 S           "William Alexander           Society, Boston, Mass., for Propagating the Gospel among the	70 00 70 00 8 00 7 00 50 00 130 00 25 00 70 00 50 00 144 43 210 00
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Smith, Charles S  "Elizur	70 00 70 00 8 00 7 00 50 00 130 00 25 00 70 00 50 00 144 43 210 00 210 00 70 00 70 00 70 00
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Smith, Charles S  "Elizur	70 00 70 00 8 00 7 00 50 00 130 00 25 00 70 00 50 00 144 43 210 00 210 00 70 00 5 00 140 00 70 00
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Smith, Charles S	70 00 70 00 8 00 7 00 50 00 130 00 25 00 70 00 140 00 144 43 210 00 210 00 70 00 5 00 140 00 70 00 5 00

<sup>\*</sup> TFor Indian +For Indians.

Stevens	s, Mrs. I	Edward
Stewar	t, Mrs. I	E. C
Stokes,	Anenn	Phelos
44	Miss C	aroline P
**	Miss O	aroline P
Stone,	Mrs. Ar	nasaA S
Strawh	ridge I	ustus C
Strong.	David	obert L
Stuart,	Mrs. Re	obert L
Sunday	n, Kich	ard., Andover, Mass., South Church
45	**	Ansonia, Conn., Congregational
**	16	Athol, Mass., Evangelical
48	94	Bangor, Maine, First Parish Cong'l. B/Bayonne, N. J., "The Bayonne Mission," J/Beverly, Mass., Dane Street. J/Bloopheld N. I. Westpington.
44	**	Bayonne, N. J., "The Bayonne Mission,"
**	11	Beverly, Mass., Dane Street
	**	Bloomfield, N. J., Westminster. A.S. Boston, Mass., Trinity Church. A.S. Brattleboro, Vt., Congregational B.F.
16	44	Brattleboro, Vt., Congregational
**	11	Bridgeport, Conn., First Cong'l Church
**	**	" Park Street Cong'l Church
44	44	Brookfield Centre, Conn., Cong'l
41	16	Brooklyn, N. V., Atlantic Ave. Mission Associa-
		Brooklyn, N. Y., Atlantic Ave. Mission Association,
**	44	" Bethauy Chanel Miss'ny Society. AS"
	- 1	Church of the Flightims
	11	" Olivet Chapel Miss'ny Societyd S
44	- 66	" Plymouth Church
64	11	Buffalo, N. V., Harbor Mission S
		Camden, Me., Elm Street Cong'l
15	10	Chicago, Ill. Westminster Presbyterian
44	**	Danbury, Conn., First Cong'l
	44.	Danbury, Conn., First Cong'l
41	16.	Dorchester Mass Second Church
11	144	Dorchester, Mass., Second Church
**	11	**************************************
44	**	Cinc of
44	44	" " " " " " " " " " " " " " " " " " "
		colored women.
44	- 65	Farmington, Conn., Cong'l Church
41	**	Fitchburg, Mass., Calvinistic Cong'l
**	44	Geneva N. V. North Church (Class of Mrs. C.S.
		Fitchburg, Mass., Calvinistic Cong'l
11	**	Germantown, Pa., Second Presbyterian Church S
"	40	Germantown, Pa., Second Presbyterian Church
	44	Hartford Conn. Windsor Ave Cong'l Primary De
		partment
**	56	Hyde Park, Mass., First Cong'l,
**	44	Keene, N. H., First Cong'l (Pastor's class.) B F
		Meriden, Conn., First Cong'l Church

<sup>\*</sup> I For Indian.

Sunday	School,	Mount Vernon N. V. Reformed Church (Bible class	70 00
"	44	Nashua, N. H., First Cong'l, (Class of Gen. Elbert	11 10
46		VIIICCICI /	13 25
46	**	Natick, Mass., Cong'l	70 00
"	"	Newark, N. J., Jay Street Chapel	2 50
	"	Newark, N. J., Jay Street Chapel 17 New Britain, Conn., First Church 4.5	70 00
**		South Church	70 CO
44	44		14 73
**	**	New Haven, "First Church	8O OO
46	• •		70 00
4.6	**	New Milford, "First Cong'l	70 00
**	••	Newton, Mass., Eliot	70 00
**	46	New York City, All soul's Church A S 14	00 00
	"		6 05
**	"	" " Bible Class of R. A. Brick B I	8 64
14	46	" " Broadway Tabernacle	70 00
44	**	" " " (Bethany Mission A.S" 14	00 04
44	"	" " "The Morning Star Circle" of the Primary Dep't,	5 00
44	4.6	" " Covenant Chapel	, co
46	44	" " Holy Trinity Church, Bible Class of	,
			0 45
44	**	" " Holy Trinity Church, Class of Mrs.	~ 43
		" " Holy Trinity Church, Class of Mrs. Geo. Wood	70 00
44	44	" " Holy Trinity Church, "Morning Ses-	
		sion"	00 00
44	44		70 00
44	4.6		70 00
"	**	" " University Place Church, Bethlehem,	32 24
• 6			
**	44		000
• •	66	Old Saybrook, Conn., Cong'l Church.	13 36 14 86
	4.6	Oranga N. I. First Presbutarian Infant class of J. C.	
44	66	Orange Volley (N. I.) Church (1985) (1, 1975)	00 00
4.	**	Philadelphia Penna Green Hill Production A.S.	
• •	44	" Produteries " Herrist Helland	00 00
		Mamorial' P 1' 6	n -6
44	44		9 56
**	44	Postland Maine High St. Church Class of Brown	00 00
		Portland, Maine, High St. Church, Class of Brown Thurston	· ~
**	**		00 00
**	**	Rochester, N. Y., Plymouth Church	5 ∞ o ∞
44	**		
**	44	Springfield, Mass., First Church, Class of Chas. E.	3 00
			n m
44	46		000
"	4.6		0 00
4.	44	Summit N I Central Presidentian Church 4 St 5	000
4.6	46		000
46	• •	" " Unitarian Cana'l Society A Ch	
44	66	Trenton, N. J., Millham Mission of First Presbyterian	00 00
		Church	5 00
**	64		5 00
44	••	Wakefield, Mass., Congregational B.	500
• 6	44	Waterbury, Conn., Second Congregational	000
44	**	West Winsted, Conn., Second Cong'l 4 S* 2	0 00
44	4.		7 80
**	46		5 00
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<sup>\*</sup> I For Indian

"Susan P." Swan, C. L	20 00 70 00
Talcott, Miss Mary K         E           Tapley, Amos P         A S           Tappan, Miss Mary A         A St           Taylor, Mrs. Franklin E         A S           Thomas, George C         A S	3 00 140 00 140 00 70 00 70 00 30 00
Thorp, Mrs. James H	70 00 70 00 70 00 35 00 100 00 70 00 70 00
Union, Young Women's Christian Temperance, Allentown, N. Y B F	'1 <b>3</b> 5
Vail, Mrs. Aaron. Van Ingen, Mrs. M. L	10 00 70 00 30 00 70 00 10 00 10 28 50 00
Waite, Miss Ella R	25 00 140 co 60 00
Wandell, Townsend	10 00 70 00 100 00 70 00 70 00
Webb, Mrs. Annie B	200 00
Wendell, Susan H	140 00
"White Guards, The" of Pittsfield, Mass	15 00
Whitail, Mr. and Nrs. James. 4 S "White Guards, The" of Pittsfield, Mass. 1 F Whiting, J. 1 1 S Whitingn, Mrs. Sarah W E Whittier, John G. 8	35 ∞
Whiting Libra C	500 00
	150 50 35 ∞
Wigglesworth, Miss Anne	<b>200</b> α
Wild, Joseph & Co.	25 00
Willets, Edward	70 00
" M. Josepha	100 (x 25 (x)
" Mis. Mary Wood	00 Oc
Winch, George F	70 or
Winthrop Scholarship Interest	50 00
" Mrs. 1. Huntington	70 ℃ 70 ଫ
" Huntington Frothingham	70 0
Wood, Juliana	79 or 5 or

<sup>\*</sup> r For India: . | 4 For Indians

Wright,	Abigail D         II           Miss Frances M         A S           James A         A S           Miss Marion A         A S	45 00 140 00 70 00 70 00
Youman Young,	s, Mrs. E. L	200 00 70 00
Zollikofi	er, O	10 00

# List of Material Donations.

Allen, Miss M-1 box books for Library.

Bartol, B. H.—Telescope.
Benét, General S. V.—Report of the Chief of Ordnance.
Bellows, Miss Anna L.—Books for Library.
Betts, C. W.—r bound volume "Home Bulletin" for Library.
Bishop, George H.—r copy "Exact Phonography."
Booth, Rev. Henry M.—50 copies, "The Heavenly Vision."
Browking, Mrs. Ross C.—Statuette of Shakespeare for Library.
Brock. R. A—r copy "Posahontas" Browning, Mrs. Ross C.—Statuette of Shakespeare for Library.
Brock, R. A.—I copy "Pocahontas."
Brower Bros—I doz. B. B. Indexes.
Brown, Geo. Edw.—Package of Easter Songs and Exercises, and 12 doz. Scarfs.
Bull, Mrs. Sarah R.—I Statue "Lincoln and the Negro Boy" for Library.

Capron, Miss Elizabeth C.-Games for hospital and 1 box Christmas gifts. Capton, Miss Edizabeth C.—Games for nospital and 1 box Christmas gitts. "Century, The Co."—200 Spiritual Songs.
Church, Brooklyn, N. Y., Dr. Storrs, S. S. Missionary Society of—1 box clothing,

books, etc.

Bridgeport, Conn., South Congregational, Ladies' Sewing Society-1 box clothing.

New Orleans, La., Friends in Christ's Church—Christmas gifts for Henry and Lucy Little Eagle. Orange, N. J., First Presbyterian Mission Circle-1 box of clothing for

Indians. Waterville, N. Y., Presbyterian, Ladies' Missionary Society-1 box ٧.

clothing, shoes, etc,
Westfield, N. J., Presbyterian Mission Band—1 bbl. clothing.
Wilton, N. H. Second Congregational, Ladies of -2 bbls. and 1 box

clothing, magazines, papers, etc. Clark, Miss Elizabeth—r box books and magazines for distribution among graduates

clarke, Miss F. E.—r package of Christmas cards.

"Club, Boston Art.," Boston, Mass.—r case magazines.

"Hampton," Springfield, Mass.—r bbl. clothing.

"Lend-a-Hand," Washington, Conn.—Aprons for Indian girls.

Collins, Miss S. E.-3 bbls. magazines, papers, etc., for distribution among graduates

College, Wellesley, Wellesley, Mass., Young Ladies of—r bbl. clothing. Curtis, Mrs. Geo. C.—Books for Library.
"C. W. E.," Germantown, Pa.—r box clothing, etc., for Indians.

Dayton, Mrs. Wm. L.—r box men's clothing for Indians. Dezendorf, Hon. J. F.—"Official Records of the War of the Rebellion." Dodge, Mrs. W. E. and Sons-r copy "Memorial of W. E. Dodge."

<sup>\*</sup> r For Indian.

Ellison, Mrs. W. D.—Christening robe and cap for Indian baby. Emerson, Miss M. E.—I box clothing.

Fisk, Mrs. Geo.—Calico for Indian girls' dresses. Foskett, Miss Mary L. and friends—2 boxes clothes, papers, etc. Freedman's Aid Sewing Circle, Newton, Mass.—1 bbl. bedding.

"Friends," Boston, Mass.—I box magazines for distribution among graduates.

"Keene, N. H.—I bbl. clothing.

"New Britain, Conn.—2 bls. clothing and Christmas gifts for Indian.
Nashua, N. H.—clothing for Indians.

4. New Haven, Conn.—1 box magazines for Indians. Orange, N. J.—1 box clothing. Stockbridge, Mass.—1 box clothing for Indian girl. • 6

"

Wakefield, " -2 bbls. clothing.
" -1 box clothing for Indians. .. Westfield,

Furnald, Mrs.-1 bbl. magazines for distribution among graduates.

Gamwell, Mrs. P. G.—Books (16 vols.) for Library. Ginna, Mr. and Mrs.—Baby carriage and other gifts for Indian family. Gillett, Miss Lucy—1 box magazines etc., for distribution among graduates. Gordon, S. T.—300 copies, "Gospel Melodies and Pearls of Gospel Songs." Griffiths, W. Elliot—1 copy, "Life of M. C. Perry."

Heffelfinger, Jacob—Specimens of fossil coal. Hooper, Mrs. R. G.—r package magazines, etc., for distribution among graduates

Institute of Technology, Boston, Mass. - 1 Set of Forgings for Technical Shop.

"Kings Daughters," Saxtons River, Vt.-1 box clothing for Indians.

"Ladies," Taunton, Mass-1 box clothing for Indians. Lente, Rev. J. R.—1 box books, papers, etc.
Libbey, Hon. Harry—Public documents.
Lowe, Mrs.—1 volume for Library.
Longstreth, Miss Susan—Magazines and papers for Indians. Logan, Swift & Brigham Envelope Co.-1 case (25,000) envelopes.

Mahone, Hon. Wm.—r vol. Tenth Census for Library. Marshall, General J. F. B.—r box magazines, etc., for distribution among grad-Middlebury, Vt., Ladies, through Mrs. B. F. Wales-1 box clothing for distribution

among students. Morris, Dr. 1 Cheston-r Devon bull, equivalent to \$75 in value.

Monroe, Mrs. E. B.—Specimens for museum.

Newton, Richard—Books for Library. Nichols, H. P.-" (92 vols.) for Library.

Ogden, Robert C-Large etching of Muncaczy's painting "Christ before Pilate, and books for Library.

Paine, Mrs. Charles J.—Books (35 volumes) for Library. Page, Thomas Nelson—"Stories of Old Virginia," for Library. Putnam, Mrs. Calvin—r bbl. clothing, magazines, etc. Public Library, Boston, Mass.—600 pamphlets!

Read, Mrs. John-"2 sets of books for binding." Rhees, R. A.-r bbl. magazines, etc., for distribution among graduates. Richards, Mrs. Geo.-1 box children's clothing for Indians.

Mrs. Geo. and Miss A. W.—r box games, books, etc., for Indians.

Richar Ison, Mrs., clothing for Indian girl.
Rose, Mrs. Henry—
"Robertson, Wyudham—1 copy "Pocahontas and her Descendants."

Schermerhorn, J. W. & Co.—Educational periodicals. Schieffelin, S. B.—50 copies "Peoples' Hymn Book." "School, The Mary A. Burnham Classical" Northampton, Mass., teachers and students of—r bbl. magazines, etc., for distribution among graduates.

Silsbee, William-Books and magazines for Library.

Southworth Co-1 case (528 lbs.) note paper.

Stone, Mrs. Amasa-Books for Library.

Teets, J. M.-Books for Library.

Thurston, Miss—Dress for Indian girl. Trask, A. K. P.—Life size Photograph of Robert Purvis.

Wardwell, Wm. H.—Books for Library. Wandell, Townsend— "

Washington, D. C., Bureau of Education-1 copy "Republic of Mexico."

Department of Agriculture—1 volume and 6 pamphlets.
" of Interior—"Official Records of the War of the

Rebellion." Wendell, Miss Sarah F — I box books and papers for distribution among graduates. W. C. T. Union, Blodgetts Mills, N. Y.—6 bbls. books and papers for distribution

among graduates. Carmel, N. Y.—r box books and papers for distribution among

graduates.
Marathon, N. Y.—r bbl. books and papers for distribution among graduates.

New Baltimore, N. Y.-I bbl. books and papers for distribution

among gracuates. Whitesville, N. Y.—1 bbl. books and papers for distribution among graduates.

Williamson, N. Y.-1 bbl. books and papers for distribution among graduates.

# SCHEDULE R.

# income Accounts.

# Land Fund.

State of Virginia, appropriation from Annual Interest on Land Grant Bonds \$10,329 36

### Interest and Rents.

()n	\$2,000	Bond	s Ithaca and Athens R. R., 1st	7's	140 00
"	1,000	"	Bridgeport Steamboat Co., 1st	7's	70 <b>0</b> 0
• •	3,000	"	U. S. (Union Pacific)	6's	90 00
"	1,000	**	" " (Central Pacific)	6's	30 00
• 4	6,000	"	B. and M. in Nebraska, 1st	6's	360 00
"	1,000	**	St. Louis and Iron Mountain, 2d	7's	35 00
**	1,000	4.6	Union Pacific R. R. Sinking Fund	8's	80 00
• •	1,000	**	State of Georgia	6's	6a <b>o</b> o

	SCHEDULE C.		
			\$7,874 4
			63 3
		13 89	
	Less coupons in part payment	275 00	
St. Louis	and Paducah R. R.	<b>\$288 89</b>	
Interest on pur	rchase of 20 1st Mortgage Bonds, Chica	go,	
ficiary Pu		\$50 <b>0</b> 0	
Interest on "W	Vinthrop Scholarship" transferred to Be	ne.	
	Charges.		<b>\$7,</b> 938 79
**	" Cottages ●		245 12
Ren	t of Land to National Soldiers' Home	•	1,075 ∞
	Boston Safe Deposit and	Trust Co.	<b>27</b> 09
	Third Nat'l, Boston		158 71
" Ban	k Deposits, New York Life Ins. and	•	242 11
66 66		5 6 " "	79 33
	ool Loan for Insurance	- 44 46	1,864 a 31 11
	l Estate and Collateral Loans	5 per cent.	250 00
10	" Lake Shore and Mich. Southern of Huntington Industrial Works		40 (4
10	" Michigan Central " Lake Shore and Mich Southern		40 00
" 20	" N. Y. Central and Hudson R. R	l. R.	80 G
" 50	" Merchants National Bank of Bal		325 ∞
" 40 S	hares Meriden Cutlery Co.		<b>50</b> 0.
" 1,000 Cer	tificate, Women's Branch U. S. Sanitai	ry Commission	ξο nc
	Dess Pascssinett	104 04	<del>247</del> 31
8,000	Less Assessment	ries B \$432 00 184 64	242 2
25,000	" New York, West Shore and Buffalo Chesapeake and Ohio R'y Co., Ser	•	1,000 m
14,000	o. s. 4 per cent. Consols	D 11 1	550 %
	ch. Douis, from Mill. and Coulden	R'y 5's	<b>100</b> 0
" I2,000 °	St Louis Iron Vin and Southern	13 7	

Less repairs	
	 \$242 CC
Sales of "Plantation Songs"	75 7
	\$218 tu

# SCHEDULE D.

# Investments of Endowment Fund.

Payments on Real Estate Loans	2,028 78	33,090 26
insurance (prepaid premiums)	1,061 48	
" 'loan to School for Current Expenses " balance of old loan to School on acet.	5,000 00	
Less Payment of Collateral Loan	25,000 00	
· · · · · · · · · · · · · · · · · · ·		40,425 10
Loans on Real Estate	1,625 00	
Expenses.  Purchase of house and lot adjoining school lands, rent paying ("Burrell Property,")	5,000 00 800 00	
" " in anticipation of income, for Current	•	
Loan to School for construction acct.—"New Steam Plant."	3,000 00	
Purchase of 20 First Mtge. Bonds, Chicago, St. Louis and Paducah R. R., guaranteed 5's	20,000 00	
Collateral Loan on \$12,000 Northern Central R. R. 5 per cent. Mtge. Bonds	\$10,000 00	

Transactions in this account are under the entire control of a committee of the Board of Trustees, and any uninvested Endowment money the school may hold, from time to time, is also in custody of this committee, no part of such funds being held by the Treasurer.

# SCHEDULE E.

### Real Estate Accounts.

# Whittier Primary School House.

Materials and	work on	building;	desks,	blackboards,	and	school	
furniture	e, fencing a	and enclosi	ng groi	ınds			\$15,342 79

This building was erected for the Preparatory Department of the School, taking the place of the old Butler School House. The contract for the school house was signed with the Huntington Industrial Works on July 6, 1887, and the building, whose extreme ground dimensions are 120 x 134 ft. with a height to top of tower of 91 ft., was erected, finished, furnished, and occupied on Nov. 21, 1887.

# New Steam Plant.

Bills of Baker, Smith and Co., Contractors; Pipe, fittings and labor on connections and interior work in Principal's house, Wigwam, Virginia Hall and Tolman Cottage—replacing old and extending new steam heating apparatus.... \$4,212 54

Improvements on the Plant, extensions at Boiler House, and re-piping buildings. Covering 4,365 feet of steam and condensation pipes with felt, canvas and asbestos paper \$654 75  I Keiley Pump Governor 400 00  I—10x6x 10 Worthington Pump	\$5,865 41	
Bricks, lime, cement and sand for trench walls	1,698 07	
		\$7,563 4°
·		
"Smith" and "Hughes Lots," (Re	al Fetat	Δ.
		<b>0.</b> )
Purchase of 1 house and lot adjoining School property " 1 lot adjoining "Burrell" Property	325 00 140 00	\$465 ∞
Gas Works Improvements	3.	
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts  The above doubling the working capacity of the plant, and creating a spare set of retorts that can be used during repairs, or in case of an	340 00	
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts  The above doubling the working capacity of the plant, and creating a spare set of retorts that can be used during repairs, or in case of an unusual demand.  Repairing old Bench		
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts  The above doubling the working capacity of the plant, and creating a spare set of retorts that can be used during repairs, or in case of an unusual demand.	340 00	\$1,006 77
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00	\$1.096 77
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00	\$1.096 77
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00	\$1.096 77
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00	\$1.096 77 382 80
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00 531 77	
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00 531 77	
Enlarging and improving Gas Works:  1 New Bench No. 2 and new retorts	340 00 225 00 531 77	

# King's Chapel Hospital.

Wire screens for doors and windows	33 50	
Putting in steam trap-labor and materials	10 20	
•		43 <i>7</i> 0

# General Repairs and Improvements.

Improvements to buildings— Enlarging and improving "Wigwam" assembly			
room	\$200 38		
Fire Escape Ladders	2,48 26		
teachers  Sundry improvements in Academic Hall, new ceilings and cloak closets,—"Winona Lodge," additions to laundry—"Graves,"	181 18		
and "Girls' Cottage," enclosed porches— "Maple Cottage" repairs etc	735 68	<b>*</b>	
General Repairs to buildings— Repairs to woodwork, plastering, painting, kal-		\$1,374 50	•
somining and glazing		1,896 <b>0</b> 6	
drains		661 81	
	\$776 00		
	1,833 62		
		2,609 62	
Repairs to fences and wharves		243 39	\$6,785 38

In the earlier years of the school, while its buildings were new, the charges to this account were comparatively light. The necessity for extensive repairs increases naturally with each year added to the age of a building.

This account covers the cost of keeping up all the real estate of the school, not including improvements on its farming lands. The yearly repairs to over 60 buildings of all descriptions are charged to it.

# SCHEDULE F.

# Personal Property Accounts,

# Furniture.

1 Reid (portable) bake oven, and 1 meat chopper.  Chamber Furniture	130 00 181 50 341 76	<b>6</b> 96 - 4 -
		\$861 69

# Fire Department.

500 feet cable hose	5 <b>8</b> 89	
		\$399 87

# Library and Outfit.

Books and subscriptions to periodicals. 300 43 Binding books and periodicals. 69 75	<i>d</i> 0	
Services of janitor, stationery, etc	\$370 18 113 60 37 21	\$520 99
Text Books and School Apparato	us.	
Black boards and rollers	\$49 57	
wall charts	38 o8	
	\$228 34	\$315 99
Band Outfit.		
I Baritone horn I Snare Drum I Cornet	\$35 20 12 25 7 00	
-		<b>\$</b> 54 45

# SCHEDULE G.

# Industrial Accounts.

# Whipple Farm,

Willphie Failli		
Charges.		
Expenses for the year:		
Students' labor Culonal & 6ra an		
Students' labor-Colored, \$4,619 90		
Indian 558 07		
·——— \$5,177 97		
Wages of other employees 2,332 67		
<del></del>	1	
Beeves, sheep and poultry for school supply. 9,114-3		
Feed for stock—wheat bran, middlings, oats	•	
and corn 3,124 9.	<b>4</b>	
Fertilizers and seeds 1,215 2	5	
Tools and harness and repairs on same 1,061 4		
Wheelwright and Blacksmith Shop expenses;	<i>'</i>	
Purchases of stock and tools, and sundry		
expenses 1,459 95		
Wages of two foremen 1,262 00		
2,721 9	5	
Purchases of live-stock 885 5		
Fitting up stock pens, repair of fences, and	•	
crates for shipping vegetables and fruits. 1,023 7	0	
Sundry purchases for supply of school—sand,		
wood, etc 267 3	I	
Half salary of Farm Manager 750 00		
Salary and subsistence of assistants. 1,123 90		
	_	
1,873 9		
T	- 28,799 01	
Inventory July 1st, 1887	9,475 20	
		\$38,274 21
		*V / / T Y

\$38,274 21

Charges Forward.....

Charges For ward		\$38,274 21
Credits.		
Receipts for the year:		
Supplies to the School—		
Meats and poultry 10,763 20		
Milk, vegetables and fruits 2,077 47		
	12,840 67	
Wheelwright and Blacksmith Shop credits	,,.	
Work for school departments 1,008 76		
" outside parties 1,710 38		
	2,719 14	
Board of horses for Huntington Industrial	-17-7 -4	
Board of horses for Huntington Industrial Works and School officers	592 33	
Grading and care of grounds	787 23	
Hire of teams for school purposes and to of-	10/ -3	
ficers and teachers	1 150 55	
Hauling for school departments	1,179 55 1,004 20	
Sales to school of sand, wood, etc 616 42	1,004 20	
Cash receipts from sales of milk, poultry and		
vogatobles of mirk, pounty and		
vegetables		
Anowance non C. 5, Covernment for		
staughtered cattle exposed to pieuro-		
pheumonia	£0	
	16,542 <u>3</u> 8	
Inventory July 1st, 1888	9,326 60	040 0
-		35,868 98
7) 1 1		
Dr. balance		\$2,405 23
Hemenway Farm.		
Charges,		
Chu, Es,		
Expenses for the year:		
Expenses for the year: Students' labor—		
Expenses for the year: Students' labor—		
Expenses for the year: Students' labor— Boys, farm work, \$848 27		
Expenses for the year: Students' labor— Boys, farm work, \$848 27 Girls, house work, 113 24		
Expenses for the year: Students' labor— Boys, farm work, \$848 27 Girls, house work, 113 24		
Expenses for the year: Students' labor— Boys, farm work, \$848 27 Girls, house work, 113 24 Wages of other employees		
Expenses for the year: Students' labor— Boys, farm work, \$848 27 Girls, house work, 113 24 Wages of other employees		
Expenses for the year: Students' labor— Boys, farm work, \$848 27 Girls, house work, 113 24 Wages of other employees		
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		
Expenses for the year: Students' labor—  Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees		
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		
Expenses for the year: Students' labor—  Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees		
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		
Expenses for the year: Students' labor—  Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees	<b>\$</b> 3.875 81	
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees	\$3,875 81 6.075 75	
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees	\$3,875 81 6,075 75	<b>\$</b> 0.051 56
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		<b>\$</b> 9,951 56
Expenses for the year:		\$9,951 56
Expenses for the year:  Students' labor-  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		<b>\$</b> 9,951 56
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		<b>\$</b> 9,951 56
Expenses for the year:		\$9,951 56
Expenses for the year:  Students' labor-  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		<b>\$</b> 9,951 56
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees		<b>\$</b> 9,951 56
Expenses for the year:  Students' labor-  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees	6,075 75	\$9,951 56
Expenses for the year: Students' labor- Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees	\$2,746 59	<b>\$</b> 9,951 56
Expenses for the year:  Students' labor—  Boys, farm work, \$848 27  Girls, house work, 113 24  Wages of other employees	6,075 75	
Expenses for the year: Students' labor- Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees	\$2,746 59	\$9,951 56 8,830 92
Expenses for the year: Students' labor— Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees	\$2,746 59	8,830 42
Expenses for the year: Students' labor- Boys, farm work, \$848 27 Girls, house work, 113 24  Wages of other employees	\$2,746 59	

### Engineer's Department.

Charges.

Expenses for the year:			
Pipe, fittings, tools, etc	\$2,328 33		
ter with tools	476 <b>o</b> o		
Students' labor \$1,237 32			
Wages of other employ-			
ees 2,705 73			
	3,943 05		
Steam power	430 OI		
Freight and miscellaneous ex-			
penses	<b>26</b> 9 28		
Salary of Engineer	900 00		_
		\$8,346	
Inventory July 1, 1887		562 (	58
Account "Pierce Shop Special Ex-			
penses" merged into this ac-			
count—			
Purchases of machinery to July			
1, 1887	2,729 47		
Accumulated expenses	618 20	2 247 (	<b>6.</b>
		3,347	- \$12,556 92
			312,550 42
Cr	edits.		
Receipts for the year:			
General repairs on steam, gas and	water ap-		
paratus etc		1,737 93	
Work for and sales to departments	· · · · · · · · · · · ·	482 18	
" on New Steam Plant		127 01	
Firing boilers	1	1,700 22	
Making gas		180 72	
Cash receipts	1	1,456 20	
	•		\$5,693 26
Inventory July 1st, 1888			
,			4,246 23
7		-	<del></del>
Dr. balance		-	

The accounts of the Machine Shop and the Engineer's Department will be hereafter, for convenience, reported under the one heading of "Engineer's Department." The large Dr. Bal. of the current year is due to the reduction in inventoried value of machinery, etc., which is now taken at a safe, low valuation, and from which it will not be necessary to make large reductions in the future.

# Indian Training Shops.

Charges.

Expenses for the year: Purchases of stock and tools, lumber, harness and shoe		
leather and findings, hard- ware, paints, etc	\$6,118	23
Indian 544 99 \$3.082 21		
Wages of other employees 3,970 42		63

Amount Fore Manager's salary, less 16 cl Technical School Freights Miscellaneous expenses Inventory July 1st, 1887,	harged	••••••	13,170 1,050 ( 202 ( 269 (	93	<b>\$</b> 19,883 <b>0</b> 2
•	Ci	redits.			
Receipts for the year: Charges to School; For work and materi repairing buildin work for departr shoes, shoe repair for colored stud "Indian stud work and materi new buildings.  Sale of tinware to U. S. Goment Cash sales.	gs nents. s, etc. lents ents ials on	\$2,354 37 3,209 66 1,509 04 1,228 78 293 37	\$8,595 2 794 5 2,075 1	55	
Inventory July 1st, 1888	• • • • • •			5,934 14	Sta oou or
Dr. baland	e				\$2,484 01
Тє	chnic	al Sch	ool.		
	Ch	arges.			
Expenses for the year: Students' labor—Colored. Indian  Wages of foreman  Part salary of manager of Training Shops Materials and tools Miscellaneous expenses  Inventory July 1st, 1887	\$187 10 265 33		913 70 150 00 489 27 40 30	\$1,593 <i>27</i> 546 82	\$2,140 09
	Cr	edits.			
Receipts for the year: Work for school departme Cash sales	• • • • • • • •	••••	\$178 33 66 95	245 28 700 19	045 47

### Knitting Department.

#### Charges.

Expenses for the year:  Students' labor		
Machine fixtures and repairs 39 98 Freights, machine oil, waste, etc. 72 73	4.4.	
Inventory July 1, 1887	\$1,655 90 436 44	2,092 34
Credits.		
Knitting 3,650 doz. prs. mittens for S. B. Pratt & Co., Boston	\$1,249 12 516 06	1,765 18
Dr. balance		\$327 16

The reduced production of the year was owing to small sales of these goods during the summer of 1887 by the firm for whom we are working. We are now under contract to make 5,000 dozen pairs of mittens before December 1, 1838, and shall probably be able to turn out at least 1,000 dozen more than that number. There is a good demand for the mittens we make, but at a reduced price. We shall hardly be able to effect a sufficient saving in the cost of producing these mittens to meet this reduction, but the department gives work to 15 or 18 boys, for whom it would be otherwise difficult to provide. Its work is all done by the piece system. Shirking, and careless, imperfect work earns no money. The lessons that the department teaches in these respects are of great value to our pupils.

### Conservatory,

### Charges.

Expenses for the year: Students' labor. Wages of gardener Coal. Fence, flower beds, and benches. Seeds and sundry expenses.  Inventory July 1st, 1887	494 00 54 00 325 36 41 90	\$1,265 95 293 03	<b>\$</b> 1,558 u8
Credits.			
Receipts for the year: Cash sales	263 35 38 55		
Inventory July 1st, 1888		301 90 279 50	-9
Dr. balance			\$977 58

### Boarding Department.

### Charges.

Provisions, groceries and supplies	\$15,864 82	<b>\$2</b> 6,867 13	
Wages of outside employees as house clean-			
ers, etc	298 25		
		16,163 0 <del>7</del>	
Cost of steam for heating and cooking and fuel for kitchens, laundry and students'			
quarters		3,758 39	
Cas and kerosene		2,523 67	
Bedding, towels, table cloths and curtains		1,005 27	
Crockery, cutlery, tinware, etc		739 15	
Medical expenses and supplies		1,192 70	
Soap, starch, lye and blue for laundry and			
general use		1,687 94	
Mending students' clothing		987 88	
Repairs of furniture		416 50	
Freights		389 51	
Miscellaneous expenses — brooms, scrub-			
brushes, disinfectants, etc		761 29	
			\$56,492 50
Credits.			
Board, rooms, lights and medical attendance charged colored students at \$10 per			
month	¢		
" Indian students at \$10 per	\$41,579 50		
month			
montu	13,431 23	frr 010 m	
Board of State teachers attending Institute		\$55,010 73	
lectures	•	46 00	
Cooking School receipts		87 10	
Cooking School receipts		- 0, 10	FF 742 00
			55,143 92
Dr. balance			\$1,348 58
			F-134- 3-

The charges to this department cover the cost of living for 576 pupils, the average attendance of boarding students. The cost of these living expenses for the current year averages \$98.07 to each student. For the preceding year the total was \$2,000 more, and the average \$97.17, attendance for that time having been 603.

### Girls' Garden.

### Charges.

Students' labor	\$121 09 33 67	<b>\$</b> 154 <b>7</b> 6
Credits.		
Sales to Teachers' Home and Boarding Department	\$156 38 23 32	179 70
Cr. balance		\$24.04

# Brick Kiln.

Charges.
----------

		•
Expenses for the year: Paid A. J. Kempton, contractor for making bricks. 275 tons clay. 49 cords wood Lumber and labor  Inventory July 1st, 1887.	\$682 00 59 50 134 75 6 65 	
Credits.		
Receipts for the year: 189,495 bricks for school buildings, steam plant, etc Cash sales		
Inventory July 1st, 1888	570 00	2,909 25
Cr. balance		\$763 60
Printing Office	ce.	
Charges.		
Expenses for the year: Supplies of paper, envelopes, ink &c. 3,890 Type311 Students' labor—Colored 976 62 Indian 41 25	76 — \$4,202 26	
Wages of outside employees 2,892	89	
Manager's salary	3,910 76 1,040 00 231 93 234 57 173 11	
Inventory July 1st 1887	9,792 63 5,392 65	\$15,185 28
Credits		p-3,3 =-
Ç/ <b>C</b>		
Receipts for the year: Cash sales	,436 91 ,507 50 913 50 101 56	
Inventory July 1st, 1888	9,181 34 6,253 10	15,434 44
Cr. balance		\$ 249 16

# Sewing and Tailoring Department.

Charges.		
Expenses for the year: Dry goods etc. for sale to students, officers and teachers		
Students' labor—Colored, \$3,688 68 Indian 152 80 	.,,	
Wages of seamstresses 122 11	_	
Salary and subsistence of Manager	3,963 59 690 40 432 15	
Freights	102 13	•
Miscellaneous expenses		_
Inventory July 1st, 1887		13,977 98 2,244 26 
Credits.		
Receipts for the year: Sales to colored students	10,141 28	· ·
" " departments	2,492 84 1,612 53	14,246 65
Inventory July 1st, 1888		2,236 56 16,483 21
Cr. balance · · · · ·		260 97
schenule i	ł.	
Current Expense Ac	counts	•
Salaries.		
S. C. Armstrong, Principal	House :	Rent and \$2,000 00

S. C. Armstrong, Principal	House	Rent	and	\$2,000 00
Rev. H. B. Frissell, Pastor and Vice Principal	"	**	**	1,800 00
* Albert Howe, Farm Manager	44	44	46	1,500 00
F. N. Gilman, Treasurer	44	44	"	1,500 00
F. C. Briggs, Business Agent	Board		4.6	500 00
G. L. Curtis, Commandant	**		44	500 00
M. M. Waldron, M. D., School Physician	**		**	600 00

# ACADEMIC,—NORMAL DEPARTMENT.

Mary F. Mackie, Principal	Board	and	700 00 400 00
Elizabeth Hyde	44	**	400 00
Myrtilla J. Sherman			400 00
Margaret Kenwill	• •	**	400 00

<sup>\*</sup>One half charged to Farm.

Jane S. Worcester	Board	and	400 00
Jane E. Davis	**	44	400 00
Mary A. Ford	••	`	300 00
Dora Freeman	"	**	300 00
Mary E. Coats	44	44	300 00
* Maria J. Baldwin	**	**	300 00
Mary A. R. Hamlin	"	"	<del>3</del> 00 00
Anna L. Bellows	**	"	200 00
Elizabeth Clark			250 00
Nellie B. Allen Mrs. I. N. Tillinghast, part term		•••	<b>25</b> 0 00
Mrs. 1. N. Hillinghast, part term	••	••	125 oo
Helen S. Baldwin, Librarian	**	••	250 00
Ruth G. Tileston	••		
Fred G. Rathbun, Teacher of Band and vocal music			450 on
Indian School.			
Josephine E. Richards, Principal	Board	and	400 00
Katharine B. Park	**	••	285 00
Cora M. Folsom	**	**	360 00
Caroline K. Knowles	44	**	300 00
Julia P. Rockwell	44	**	250 00
Mary M. Gorton	44	**	250 00
Mary R. Ripley, part term	44	**	83 33
Clara M. Snow	"	44	250 00
Jennie B. Adams, part term	44	44	125 00
Annie F. Cornell	4.6	**	99 71
Nottie D. Titler new term	"		36 50
Herbert W. Farrar, part term	41	٠.	276 67
Geo. W. Andrews, part term	**	**	62 50
Anna H. Johnson, M. D	**	44	<b>3</b> 98 00
Evening School.			
EVENING SCHOOL.			
Emma Johnston, Principal	Board	and	400 00
Emma Johnston, Principal	44	and	400 00 250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows	"	**	250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows	6. 6.	and	•
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant	66 66 66	"	250 00 250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus	66 66 66	"	250 00 250 00 250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant	66 66 66	"	250 00 250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus	66 66 66	"	250 00 250 00 250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.	66 66 66	"	250 00 250 00 250 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Tech-	66 66 66 66 66 66 66 66 66 66 66 66 66	"	250 00 250 00 250 00 200 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  + J. H. McDowell, Manager Indian Training and Technical Shops		"	250 00 250 00 250 00 200 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops † Chas. J. Jackson, Engineer † Mary T. Galpin in charge Sewing Department	louse re	nt and	250 00 250 00 250 00 200 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops † Chas. J. Jackson, Engineer † Mary T. Galpin in charge Sewing Department		nt and	250 00 250 00 250 00 200 00 11,210 00 900 00 400 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops † Chas. J. Jackson, Engineer † Mary T. Galpin, in charge Sewing Department † Chas. W. Betts, Manager Printing Office	fouse re	nt and	250 00 250 00 250 00 200 00 1,210 00 900 00 400 00 1,040 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops  † Chas. J. Jackson, Engineer † Mary T. Galpin, in charge Sewing Department † Chas. W. Betts, Manager Printing Office Bessie Morgan, in charge Cooking Classes	louse re	nt and	250 00 250 00 250 00 200 00 1,210 00 900 00 400 00 1,040 00 800 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops	House re Board	nt and	250 00 250 00 250 00 200 00 1,210 00 900 00 400 00 1,040 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops  † Chas. J. Jackson, Engineer † Mary T. Galpin, in charge Sewing Department † Chas. W. Betts, Manager Printing Office Bessie Morgan, in charge Cooking Classes	House re Board	nt and	250 00 250 00 250 00 200 00 1,210 00 900 00 400 00 1,040 00 800 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops † Chas. J. Jackson, Engineer † Mary T. Galpin, in charge Sewing Department † Chas. W. Betts, Manager Printing Office Bessie Morgan, in charge Cooking Classes † Emma Watts, Assistant in Sewing Department  BOARDING AND HOUSEKEEPING DEPA	House re Board	and and	250 00 250 00 250 00 200 00 1,210 00 900 00 400 00 1,040 00 800 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops † Chas. J. Jackson, Engineer † Mary T. Galpin, in charge Sewing Department † Chas. W. Betts, Manager Printing Office Bessie Morgan, in charge Cooking Classes † Emma Watts, Assistant in Sewing Department  BOARDING AND HOUSEKEEPING DEPA	louse re Board Board RTMEN Board	nt and and TS.	250 00 250 00 250 00 200 00 1,210 00 900 00 470 00 1,040 00 200 00 180 00
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops	House re Board Board RTMEN Board	ent and and TS.	250 00 250 00 250 00 200 00 1,210 00 900 00 400 00 1,040 00 500 00 180 00
Emma Johnston, Principal Emma F. Marsh. Sarah F. Barrows Mercie A. Allen. Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops. † Chas. J. Jackson, Engineer. † Mary T. Galpin, in charge Sewing Department. † Chas. W. Betts, Manager Printing Office. Bessie Morgan, in charge Cooking Classes. † Emma Watts, Assistant in Sewing Department.  BOARDING AND HOUSEKEEPING DEPA Mrs. Irene H. Stanshury, Matron. Mrs. H. H. Tülow, Matron. Mrs. Ella R. Gore, Matron in Teachers Home.	House re Board Board RTMEN Board:	and and TS.	250 00 250 00 250 00 200 00 300 00 400 00 1,040 00 100 00 180 00
Emma Johnston, Principal Emma F. Marsh. Sarah F. Barrows Mercie A. Allen. Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops. † Chas. J. Jackson, Engineer. † Mary T. Galpin, in charge Sewing Department. † Chas. W. Betts, Manager Printing Office. Bessie Morgan, in charge Cooking Classes. † Emma Watts, Assistant in Sewing Department.  BOARDING AND HOUSEKEEPING DEPA Mrs. Irene H. Stanshury, Matron. Mrs. H. H. Tülow, Matron. Mrs. Ella R. Gore, Matron in Teachers Home.	louse re	and and TS.	250 00 250 00 250 00 200 00 400 00 400 00 1,040 00 250 00 250 00 400 00
Emma Johnston, Principal Emma F. Marsh. Sarah F. Barrows Mercie A. Allen. Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops. † Chas. J. Jackson, Engineer. † Mary T. Galpin, in charge Sewing Department. † Chas. W. Betts, Manager Printing Office. Bessie Morgan, in charge Cooking Classes. † Emma Watts, Assistant in Sewing Department.  BOARDING AND HOUSEKEEPING DEPA  Mrs. Irene H. Stanshury, Matron. Mrs. H. H. Tülow, Matron. Mrs. Ella R. Gore, Matron in Teachers Home. Grace M. Gilman, "" part term. Mrs. Lucy A. Seymour, "" Indian Girls' Building Mrs. Inez I. Gorton, "" "part term	House re Board Board RTMEN Board	and and TS.	250 00 250 00 250 00 200 00 300 00 400 00 1,040 00 250 00 250 00 400 00 75 00 250 00 131 45
Emma Johnston, Principal Emma F. Marsh Sarah F. Barrows Mercie A. Allen Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops	louse re	and and TS.	250 00 250 00 250 00 200 00 200 00 1,210 00 900 00 1,010 00 200 00 180 00 250 00 400 00 75 00 250 00
Emma Johnston, Principal Emma F. Marsh. Sarah F. Barrows Mercie A. Allen. Harriet F. Merchant Jessie F. Andrus Eliza P. Van Denburgh  INDUSTRIAL DEPARTMENTS.  † J. H. McDowell, Manager Indian Training and Technical Shops. † Chas. J. Jackson, Engineer. † Mary T. Galpin, in charge Sewing Department. † Chas. W. Betts, Manager Printing Office. Bessie Morgan, in charge Cooking Classes. † Emma Watts, Assistant in Sewing Department.  BOARDING AND HOUSEKEEPING DEPA  Mrs. Irene H. Stanshury, Matron. Mrs. H. H. Tülow, Matron. Mrs. Ella R. Gore, Matron in Teachers Home. Grace M. Gilman, "" part term. Mrs. Lucy A. Seymour, "" Indian Girls' Building Mrs. Inez I. Gorton, "" "part term	House re Board Board RTMEN Board	and and TS.	250 00 250 00 250 00 200 00 300 00 400 00 1,040 00 250 00 250 00 400 00 75 00 250 00 131 45

Clara Woodward	Foard	and	200 OC
Mary A. Stephens, part term	**	•••	60 00
Harriet E. Judson	46	٠.	180 00
Ada J. Porter, Nurse in Hospital	**	**	250 00
Marion E. Stephens, Nurse, part term	**	**	127 50
Marion E. Stephens, Nurse, part term	**	**	275 00
Annual Andrew State of the			
		• •	
J. C. Dalziel, Cashier	41	**	400 00
George A. Capen, Bookeeper	"	"	400 00
Sarah F. Barrows, special clerical work, part term		"	81 OO
D. W. Fox.		.,	400 00
Chas. H. Hewins, part term	4.	••	153 70 85 00
Harriet F. Merchant, special clerical work			85 00
GRADUATES.			
Front D. Books, D. L.			
Frank D. Banks, Bookeeper			750 00
Wm. H. Daggs, "Harris Barrett."	10 1	1	500 82
Harris Barrett, "	Board	and	340.00
Mrs Chas U Vanison Housekeeper "	44	44	500 00 200 00
† Charles H. Vanison, In charge Hemenway Farm † Mrs. Chas. H. Vanison, Housekeeper, " " Geo. J. Davis, Assistant Farmer	Rent	• •	580 00
Arthur Boykin, Drill Master	Board	and	305 00
Janie A. Porter, teacher in Evening School, and special	Doute	41111	,103 00
work in Boarding Department, part term	44	66	30 00
Georgia Washington in charge Indian girls' laundry	44	44	242 93
Taylor B. Williams, teacher in Evening School part term Sadie A. Collins, assistant in Teachers' Home.	"	"	37 50
Sadie A. Collins, assistant in Teachers' Home	"	**	108 00
Annie K. Dawson, teacher in Indian School, part term.	44	. 66	26 oc
Thomas I. Miles.	44	••	45 00
Sucon la klacaba IIII II II II II II	44	44	30 <b>00</b>
Lennic B. Cox. " at Hemenway Farm	"	"	68 67
Thomas L. Lawrence, " in Evening School	"	••	127 50
John H. Evans, Assistant Farmer		44	300 00
Harry B. King, teacher at Hemenway Farm part term			13 00
Subsistence, "Teachers' Home	Acco	int "	
	.000	<b></b> .	
Provisions and supplies	\$10,44	0 32	
Students' labor-waiters, cooks and care of			
rooms			
Wages of outside employees—house cleaning, etc. 212 o		6	
Proportionate cost of steam for heating and cook-	4,2	52 28	
ing		12 90	
Fuel for kitchen, laundry and teachers' quarters.		16 32	
Gas and kerosene		ò2 22	
Bedding, table-cloths, napkins, towels and cur-	_		
tains	2	45 81	
Crockery, cutlery, tinware, etc		20 22	
Soap, starch and blue	2	<b>24</b> 53	
Repairs of furniture		93 01	
Miscellaneous expenses	2	12 67	
		20.00	
Less board paid by school officers and others	\$17.7		
Area county paid by school officers and others	2,3	63 39	15,366 89
		4	

\* Salaries charged to Departments.

# Traveling Expenses.

, Expenses		
Fares and expenses of officers, teachers and clerks	\$1,809 28	
" Principal on school business		
" Trustees and Curetarn	355 44	
" Trustees and Curators	112 12	e 0.
		<b>\$</b> 2,276 &
Sundry Expenses Account	<u>.</u>	
Gunary Expenses recount	••	
Sundry Academic Expenses:		
Printing catalogues and blanks	106 20	
Denote in a station of diplomes controls ato		
Paper, ink, stationery, diplomas, song books, etc	344 53	
Furniture and repairs on same and cleaning rooms	215 43	
Heating and lighting Academic Hall	1,026 64	
Students' labor; janitors in Academic Hall	530 61	
Extra teaching, special instruction to teachers, enter-		
tainment for students, etc	278 49	
,		\$2,501 90
Office and administration expenses:	•	V-13 7-
Rent of Safe Deposit vault, premium on Treasurer's		
Bond, traveling expenses of Business Agent and		
	ank ar	
Tressurer, advertising, etc  Extra clerk hire and care of office	236 71	
Extra cierk nire and care of omce	<b>26</b> 9 63	
Account books and stationery and freight on same	579 21	
Postage	391 <b>00</b>	
Heating and lighting Library, Chapel, and Stone Build-		
ing in part	<i>77</i> 5 16	
Student's labor; janitors in office, Chapel and Gymna-		
sium, orderlies and mail carriers	1,016 89	
Miscellaneous office expenses; repairs to fixtures,		
freights and expresses	42 24	
neights and expressession	43 34	2 277 01
Drinting Dangets and Mastings.		3,311 94
Printing, Reports, and Meetings:	<b>6</b>	
Principal's and Treasurer's reports for distribution	<b>5472</b> 50	
Circulars of information	156 50	
Postage on reports and circulars Expenses of meetings in North in interest of Negro and	202 15	
Expenses of meetings in North in interest of Negro and		
Indian Education; traveling expenses of Principal		
and Vice-Principal and student quartette and speak-		
ers, printing announcement and invitation cards,		
rents, and expresses on printed matter, etc	1,237 16	
Expenses incurred in connection with effort to secure	, 5,	
Endowment	<b>6</b> 65 <b>3</b> 9	
23140 Water Control of the Control o		2 752 70
Miscellaneous Expenses:		<b>2,753</b> 70
Students' labor; guards, messengers, and for general		
	e0 -0	
duty	\$1,478 58	
Team hire and hauling	1,038 17	
Band expenses	265 53	
Care of roads and grounds	303 02	
Salary and expenses of Agent	732 30	
New fixtures for dormitories and repairs on furniture,		
room keys, etc	173 92	
Anniversary expenses; invitation cards and entertain-		
ment	301 99	
Extra supply of pulpit, and papers, books, etc., for local	Jy	
missionary (work	89 95	
Battalion, Fire Department, sanitary and discipline ex-	-9 93	
	TOT	
Interest on loan for our part expenses	191 00	
Interest on loan for current expenses	<b>79 33</b>	
Freights, expresses telegrams and sundry miscellaneous	_	
expenses	308 25	_
	<del></del>	4,981 <b>3</b> 4
		\$13,548 88

# Indian Fund Outlays.

Expenses of Indian students not supported by		
Expenses of Indian students not supported by U. S. Government:		
Board, rooms, fuel, lights and medical expenses, at \$10 each per month	\$1,292 82	
Clothing and shoes	422 52	
Traveling expenses	193 23	
Books, etc	16 II ———— 1,924 60	
Salary of Rev. J. J. Gravatt in charge of the		
religious work among Indian students Publishing 5,000 pamphlets, "Ten Years' Work	300 00	
for Indians at Hampton Institute"	351 75	
Traveling expenses of school officers on business connected with our Indian work	350 23	
Expended by special directions of donors for	350 23	•
clothing, books, etc	151 50	
expenses, telegrams, copyists on Indian		
documents, freights on materials, etc	216 63	
		\$3,294.79
Beneficiary Fund	Outlave	
Beneficiary Fund	Outlays.	
Credited students on account for aid in needy		
Less forfeits	\$2,016 37 50 00	
Expenses of distributing reading matter, etc., among graduates and former students		
Gift of Hollond Memorial Sunday School of	223 02	
Philadelphia, Pa., paid Treasurer of "Young		
Peoples' Christian Association' for use in work among the poor of Hampton and		
vicinity	(iq) 56	
		\$2,258 05
Students.		
•		
Charges.		
·		
Board, rooms, fuel, lights and medical attendan	ce at \$10	•
per month	\$41,579 50	
Clothing,—Sewing and Tailoring Department ch Shoes and repairs.—Training Shops charges	arges 4,291 72	
Shoes and repairs,—Training Shops charges School books		
Stamps and stationery	228 42	
earnings given to deserving pupils for encour.	agement 2,921 98	
Miscellaneous charges,—discipline fines, room ke Transfer of ex-students' balances to "Ex-Stu-	eys, etc. 272 87	
dents' Accounts"	2,303 26	
to Personal Accounts	301 76	
	2,098 02	\$53,107 68
		-33,7

### Credits.

Students'	earnings	in	Boarding Department. ; Huntington Industrial			
		"	Works	6 <b>,960</b> 96		
**			Teachers' Home	4,024 51		
**	"		Indian Training Shops	2,537 22		
••	••		Technical School	187 13		
••	••	•••	Sewing and Tailoring	400 ()		
	44		Department	3,688 63		
	• •		Printing Office	976 62		
	44	46	Knitting Department.	892 44		
44		66	Engineer's Departm't.	1,208 32		
	14		Conservatory	350 69		
••			Commissary	240 50	•	
		on	Farm and in Farm	. 6.0. 00		
			Shops	4,619 60		
4.6	46	in	Hemenway Farm General school work	961 51		
		111	as janitors, watch-			
			men, general duty-			
			men, etc	3,025 06		
	• •		Band duty	81 38		
	44	113	Girls' Garden	121 09		•
		***	Miscellaneous	438 66		
			Misceriancous.	430 00	46,017 39	
Cash Transfer	of ex-stu	lent	eficiary Funds' balances		2,016 37 4,054 51 3,498 73	
					82 86	
Balance (	of Indian	stuc	lents' accounts		13 00	
						\$55.032 ch
		,				
	Cı	redit	balance	• • • • • • • • • • • • • • • • • • • •		574 °
			Ex-Students De	ciits.		
			ts' accounts		3,498 73	
Cash in se	eitlement	ot	accounts	• • • • • • • • •	123 54	
						3,622 27
			Ex-Students' Cr	edits.	•	
** 1	<b>.</b>	,			_	
Balances	from Stu	den	ts' accounts		2,393 26	
Cash			<b>.</b>		351 57	
Cash			ts' accountsrom Profit and Loss Acco			
Cash			<b>.</b>		351 57	2,750 %
Cash			<b>.</b>		351 57	2,750 %
Cash Old balar		ht f	rom Profit and Loss Acco	ount	351 57	2,750 % 
Cash Old balar Dr.	nce broug	ht f	rom Profit and Loss Acco	ount	351 57	\$871.01
Cash Old balar	nce broug	ht f	rom Profit and Loss Acco	ount	351 57	
Cash Old balar Dr.	nce broug	ht f	rom Profit and Loss Acco	ount	351 57	\$871.01

For convenience, when students leave, although but temporarily, their individual balances are transferred into one general account known as "Ex-Students." On the return of a pupil his name is again carried into our "Students' Ledger and his expenses and earnings posted against his name each month.

The aggregate of students' earnings, \$46,017,39 is 61 per cent, of the entire cost of labor to the Institute. In the students' Boarding Department and in the Teachers' Home, students' labor is 96 per cent, of the whole.

# U. S. Indians,

### Charges.

Charges.	
Board, rooms, fuel, lights and medical attendance at \$10 each per month	
Clothing and shoes 7,304 31	
Traveling expenses         1,025 24           School books and miscellaneous expenses         385 51	
520,912 4	7
Credits.	
And the state of t	
Appropriations by U. S. Government for support of Indian students at \$167 each per annum	E .
Dr. balance \$1,271 30	6
The above account includes living expenses, transportation, school books and clothing ONLY, of the Indians sent here by the United States Government. I does not represent their entire cost to the school, but only such items as the Government in its appropriation acts classes under the term of "support."  The government provides this support for 120 Indians only. All above tha number are maintained at the expense of the Institute from contributions giver especially for Indian work.  The total enrollment of Indians for this year is 140.	t e
<del></del>	
Lectures and Reading Room.	
Instruction of battalion officers in military movements. \$56 50 Special instruction of senior and middle classes in methods of teaching	
Subscriptions to newspapers and periodicals	5
Insurance.	
l'remiums on insuring steam boilers	)
Southern Workman.	
Charges.	
Paper and printing       \$1,507 50         Paid contributors       240 00         Agents' commission       107 70         Postage and mailing expenses       154 29         \$2,009 40	9
Credits.	
Subscriptions	9

Dr. balance...

\$1,072 60

Paid teachers for 2 weeks services in addition to county school

# Whittier Primary School Expenses.

term	
Miscellaneous expenses	\$294 72
School for Bible Study.	•
Salaries of special instructors	\$200 00

# STATEMENT

### FOR THE

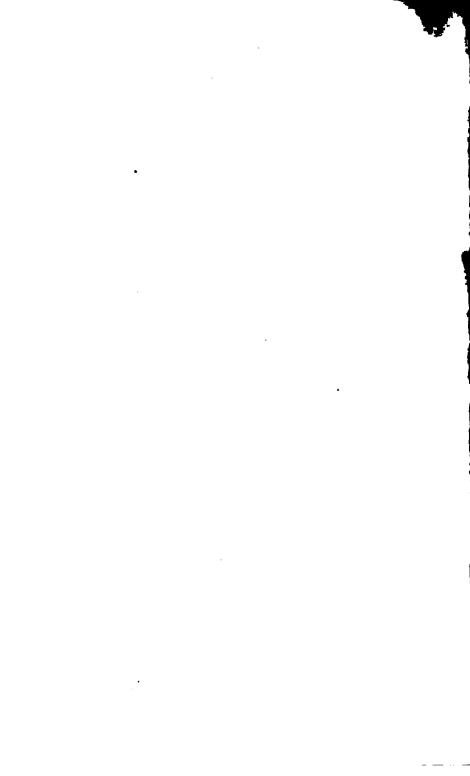
# . HUNTINGTON INDUSTRIAL WORKS.

Year ending June 30, 1888.

# BALANCE SHEET, JULY 1, 1888.

### ASSETS.

Mdsc. as by Inventory  Cash  Improvement Account  Accounts Receivable  Notes		<b>\$</b> 25,985 81
LIABILITIES.		
Due Normal School on Loan Open account  Accounts Payable	5,coo oo 3,577 80 801 39	9,379 19
Net capital		16,606 62 11,417 49
Net gain in 1 year		\$ 5,189 13
Proof.		
Mdse. as by Inventory July 1, 1888		
Mdsc. as by Inventory July 1, 1887	9,272 62 41,786 45	79.733 c8 51,059 07
		28,674 01
Less.		
Expense Labor	89 73	23,484 88
Net gain		\$ 5,189 13



# The Hampton

Normal and Agricultural

Institute.



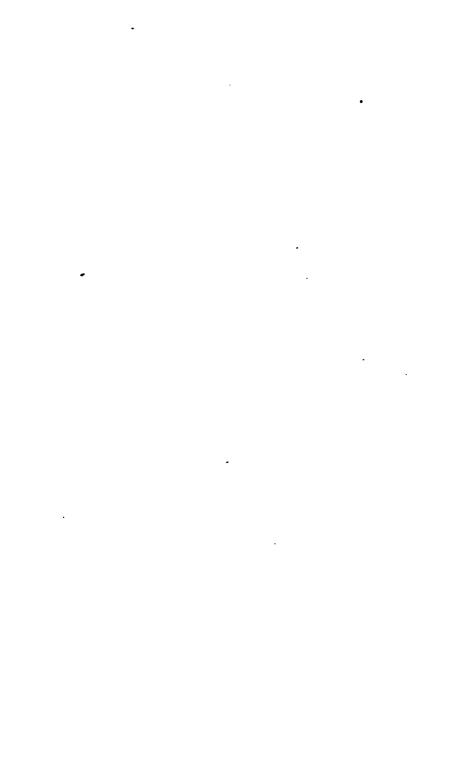
# PRINCIPAL'S REPORT

FOR THE

ACADEMIC AND FISCAL YEAR ENDING
JUNE 30, 1889.

HAMPTON, VA.

NORMAL SCHOOL STEAM PRESS,
1889.



# The Hampton

# Normal and Agricultural

Institute.



# PRINCIPAL'S REPORT.

FOR THE

ACADEMIC AND FISCAL YEAR ENDING
JUNE 30, 1889.

HAMPTON, VA.
NORMAL SCHOOL STEAM PRESS.
1889.

# TRUSTEES.

MR. ELBERT B. MONROE, President, Southport, Conn.

REV. M. E. STRIEBY, D. D., 1st Vice President, New York City.

Hon. R. W. HUGHES. 2nd Vice-President, Judge of U. S. District Court, Norfolk, Va.

MR. S. C. ARMSTRONG, Secretary, Hampton, Va.

MR. J. F. B. MARSHALL, Boston, Mass.

MR. ROBERT C. OGDEN, Philadelphia, Pa.

HON, LEWIS H. STEINER, Baltimore Md.

MR. CHARLES L. MEAD, New York City.

MR. A. K. SMILEY, Lake Mohonk, New York.

REV. ALEXANDER McKENZIE, D. D., Cambridge, Mass.

MR. GEO. FOSTER PEABODY, New York City.

Col. THOS. TABB, Hampton, Va.

HON. AMZI DODD, L. L. D., Bloomfield, N. J.

REV. C. H. PARKHURST, D. D., New York City.

REV. W. N. McVICKAR, D. D., Philadelphia.

# INVESTMENT COMMITTEE.

-:0-0:----

Who control and invest all funds contributed for Permanent Endowment

ELBERT B. MONROE, Southport, Conn.

President of the Board.

GEO. FOSTER PEABODY, New York,

Spencer Trask, & Co. Bankers.

ROBERT C. OGDEN, Philadelphia,

of the firm of John Wanamaker.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their Twentieth Annual Meeting at Hampton, Va., May 22nd, 1889 for the transaction of the business of the Institute.

The reports of the Principal, Treasurer, and heads of departments, were presented and referred to Committees for report and then returned, acted upon, ordered to be completed up to June 30th, (the end of the fiscal year,) and are published herewith, under the direction of the Executive Committee.

The Trustees present were:

Messrs. E. B. Monroe, of Southport, Conn.,

M. E. Strieby, of New York City,

R. W. Hughes, of Norfolk, Va.,

R. C. Ogden, of Philadelphia, Pa.,

A. McKenzie, of Cambridge, Mass.,

C. H. Parkhurst, of New York City,

W. N. McVickar, of Philadelphia, Pa.,

L. H. Steiner, of Baltimore, Md.,

J. F. B. Marshall, of Boston, Mass.,

Thomas Tabb, of Hampton, Va.,

S. C. Armstrong, of Hampton, Va.,

The State Curators present were:

Messrs. Jacob Heffelfinger, of Hampton, Va.,

R. L. Page, of Norfolk, Va.,

J. H. Holmes, of Richmond, Va.,

Wm. Thornton, of Hampton, Va.,

Geo. W. Bragg, Jr., of Norfolk, Va.,

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states, and six religious denominations, but no one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored to look after and report yearly on its use of the State money

They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one. This pays the cost of their board and clothing.

From fifteen to twenty Indians, besides, are taken at the expense of individuals.

The yearly attendance of Negro youth is from four-hundred and sixty to five hundred boarders from Virginia and the neighboring States. In the Preparatory department (Whittier School) there are three hundred children from the neighborhood. There are 83 officers, teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments. The great majority of cur 630 living graduates and many of our under graduates are teachers in free schools of Virginia and other States.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of sixty thousand dollars must be annually raised to meet current expenses, chiefly salaries of officers and teachers.

A partial Endowment Fund of at least five hundred thousand dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its

yearly support, but would give it needed stability and strength.

S. C. Armstrong,

Secretary of the Board of Trustees,

HAMPTON, VIRGINIA, JUNE 30th, 1889.

# FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of .........dollars, payable, &c., &c.

### TIME TABLE FOR 1888-89.

Rising Bell	-	-	-	_	-	-	-	-	-	5.15 0	clock,	A. M.
Breakfast	-	-	_	-	-	-	-	_	_	6.00	••	••
Work Bell	-	_	_	_	-	-	-	-	-	6.50		••
Study Hour,	fron	n	-	-	-	_	-	-	7 t	0 8.20	"	
Inspection of	me	n in	ran	ks	-	_	-	-	-	8. <b>3</b> 0	"	44
School Bell	-			-	-	_			-	8.40	"	**
Devotions -		-	-	_			-	~		8.50	"	**
General Exe	rcise	s -		-	• -	-		_	9.00 t	0 9.20 0	clock,	A. M.
Recitations u	intil	-	-	-			_	-	-	12.00	**	M.
Dinner		-	-			-	-	-	_	12.15	"	P. <b>M</b> .
Dinner Work Bell	- 	-					- 		-	12.15 12.50		P. <b>M</b> .
	 		-	-				-	- - -	•		
Work Bell	  Intil		- 	-	<u>-</u> -	 -	. <b>-</b> 	- · -	- - -	12.50	••	••
Work Bell School Bell			-  -	- - -	<u>-</u> -	 	 	- - -		12.50	**	
Work Bell School Bell Recitations	Wor	 k -	-  -	- - -	<u>-</u> -	 - 	 	- - -	-	12.50 1.20 3.40•	**	
Work Bell School Bell Recitations to Recall from	Wor	 k -	- - - -	- - - -	  	 	. <u>.</u> 	- - - 	-	12.50 1.20 3.40 6.00		16
Work Bell School Bell Recitations to Recall from Supper	Wor 	 k - -	- - - - -	- - - -	  	  	   	- - - 	-	12.50 1.20 3.40• 6.00 6.15	"	
Work Bell School Bell Recitations to Recall from Supper Devotions -	Wor 	 k - -	- - - - -	- - - - -	  	  	  	- - - 	- 	12.50 1.20 3.40• 6.00 6.15 6.40		

# COURSE OF STUDY.

### Junior Year.

### First and Second Terms.

Reading: New Franklin Reader. Special Selections, Swinton's Supplementary. Boys of '76. Penmanship and Spelling Combined. Practical Arithmetic to Percentage: Wentworth. Mental Arithmetic, Natural History, First Steps in Scientific Knowledge, Paul Bert. Geography: Appleton's Standard Higher. Map Drawing. Grammar: Patterson's Elements of Grammar from Analysis to Composition. United States History: Scudder. Story of the Bible: Foster. Habits and Manners.

### Middle Year.

#### First Term.

Reading: Natural History Reader: Manual of Elocution. Child's History of England, Chas. Dickens. Practical Arithmetic—continued; Wentworth. Penmanship and Spelling combined. Geography completed: Appleton's Standard Higher. United States History completed: Scudder. Grammar: Patterson's Elements and Composition. Story of the Bible: Foster. Habits and Manners.

### Second Term.

Reading: Manual of Elocution: Special Selections and Chas. Dicken's Child's History of England. Practical Arithmetic. continued: Wentworth. Penmanship and Spelling combined. Physical Geography: Geikie. Grammar: Powell's How to Write. Practical Lessons in English: M. F. Hyde. Practice Teaching. Physiology: Martin's Human Body.

### Senior Year.

#### First Term.

Reading: Standard Authors. Brook's Reading and Elocution.
Practical Arithmetic. Literature and Composition. Grammar reviewed. Civil Government: Macy. Natural Philosophy: Avery.
Practice Teaching. Ancient History: Swinton. Economics for the People: Bowker.

#### Second Term.

Reading: Shakespeare: Standard Authors. Brook's Reading and Elocution. Practical Arithmetic completed. Literature and Composition: Trimble. Grammar reviewed. Book keeping: S. A. Thomas. Natural Philosophy; Avery. Ancient History: Swinton, Outline Study of Man: Hopkins. Lectures on Civil Government Bowker's Economics for the People.

The Senior Class receives daily lessons in the art of Teaching, Members of the Class visit the Training School daily for purposes of observation and practice.

A two-weeks' Institute is held at the close of the course, as a special preparation for teaching.

# Special Instruction is given in the following branches:

Lessons in vocal music to the entire school.

Gymnastics to the girls of the Junior class.

Instruction in bread making and plain cooking to the young women of the Senior, Middle and Indian classes. Industrial training, sewing and household work to all girls, giving employment to each from a day and a half to two days each week.

Bible lessons, during the entire course, on Sunday mornings from II to 12 o'clock for the entire school, and also daily for Middle and Junior classes.

Instruction in practical farming, and in mechanic arts for the young men throughout the course, from a day and a half to two days each week.

During Study Hour, from 7 to 8.20 a. m., and 7 to 9 p. m.. the students are assembled, the young men and women in separate buildings, under the direction of teachers who are ready to render assistance when needed. There is no school session on Mondays.

Classes are arranged in divisions of from twenty-five to thirty-five each.

Each division is carefully graded and advanced according to its capacity, and only as old studies are mastered are new ones taken up.

# PRINCIPAL'S REPORT.

To the

Trustees of the Hampton Normal and Agricultural Institute:

Gentlemen:—The great fact now facing us is that of our annual expenses, which, in round numbers, amount to \$98,000.

This provides for 600 boarding students from thirteen States and Territories (460 Negroes and 140 Indians), a dozen day pupils, and the large corps of officers, teachers, managers and assistants, (for an industrial system requires two full sets of instructors) a total of about 700 people connected with the School and almost wholly dependent upon it for their education and subsistence.

I am more and more convinced that a thorough analysis of this expenditure is essential to a comprehension of the work which we are attempting to do, and that it is our duty to put, annually, the clearest possible statement before our contributors.

The complications which arise from the connection of such an industrial system as ours, with a fair academic education, can hardly be put into figures; but nothing is of so much importance to us as that our contributors should thoroughly understand the inter-dependence of trade-shop and class room.

My endeavor, in the following report, is, therefore, to restate the facts as simply and as forcibly as possible, trusting to them to speak for the value of the system which they represent.

During the three and a half summer months nearly onehalf of our students are away at work; about fifty Indians being in Massachusetts; and three-fourths of the teachers take a vacation. These latter are replaced in the Indian and Night Schools by a fresh corps, so that the actual total of names upon our pay roll, of employees, including clerks, nurses, and some skilled workmen in the industrial departments, is 95. If we count the work of each three of the eighteen summer teachers and assistants as equal to one full term's duty, we give full school year's work to 83 officers, teachers, etc.

The Treasurer reports the annual current expenses of the school to average \$148,000. About one-third of this total is the cost of labor done by our colored pupils, they being credited annually with from \$45,000 to \$50,000 for their work on the farm, in the shops, and in the various branches of household industry. The net annual cost, therefore, which must be met by contributions and from other sources, is upwards of \$98,000. The total pro rata cost of students reaches about \$246 annually, the colored pupil by his labor providing for his own board and clothing, the cost of which is included in this amount. The net pro rata cost of pupils is \$164.

This yearly net cost, \$98,000, divided by 683, the total of pupils and employees of all kinds, gives \$143 as the *pro rata* annual cost of each one maintained at the School; the Principal, officers, teachers, assistants and pupils, all included.

In this expense account day pupils are not included, the true basis being the number of boarders, which, for the past three years, has varied little from 600, lessening somewhat in the spring, when a certain small proportion of the students go out to work.

On the other hand, we include our part of the remaining expenses of the "John G. Whittier," formerly the "Butler" School, (the new building for which was re-named in honor of the poet,) which provides for 300 children. This, taught by our graduates, is under our supervision, is maintained by county funds as a public free school for six months, and kept up for six or eight weeks longer by a small tuition fee and whatever aid may be necessary from us.

See report from Miss Hyde, Principal, as given below. Under her care, and by the generous aid of friends, it is more and more a valuable adjunct to the Normal work and a benefit to the community, being a model graded school with "Kitchen Garden," such as should exist in every Southern city.

With this annex there are, teaching and being taught, a thousand people within the limits of the Hampton School.

Pro rata cost of officers, teachers, etc., for this year, Pro rata cost of the same yearly for the three pre-	<b>\$</b> 596	26
ceding years, averaged	648	68
The entire charge to colored students (chiefly for board and clothing) for the last four years aver-		
aged annually	55,049	6 r
With credits as follows: Cash payments by stu-		
dents, a yearly average of	4,872	18
household industries, farm and shops,	48,308	83
The Beneficiary Fund (direct student aid given chiefly to girls) an annual average for the same		
time of	2,057	73

Of those who leave in debt, our full graduates are paying up about one third and are improving. Those dropped as poor material seldom pay anything.

The board, clothing, etc., cf 120 Indians (not including tuition, which costs equally for both races) is paid by the U. S. Government at the rate of \$167. In order to encourage them, their savings are given to them, one-half to be spent as they choose, the remainder to be saved until they return home. They are taught in using their money, something of business methods, by a system of cheques, as on a bank, and we find this to be by no means the least important of their lessons.

Your attention is invited to the table of statistics prepared by the Treasurer, showing various interesting items, such as the cost of fare per capita for students and teachers.

While the earnings of students, from their stand point, are bona fide and a great material and moral advantage to

them, they are a heavy tax on the resources of the School. The question is, not what the student can do for the shop and farm, but what they can do for him. Instruction takes precedence of production, but this means that at the point of skill the student leaves, to make his or her way in the world, and is succeeded in the work by a "green" hand. Work that is non-productive in revenue, as housework, etc., and done at a disadvantage commercially, receives nearly one half of the wages paid and makes a heavy draft upon our income, but it more than doubles the student's future value—that is, if, on entering, his productive power represents a capital of \$1,000, it will, when he leaves us at the end of his course, represent a capital of from \$3,000 to \$5,000. These figures, of course, fluctuate somewhat according to individual ability, but the proportion remains pretty much the same. To say nothing of moral results, which are in reality the most important, it is becoming evident that the productive energy created by an industrial system justifies our annual outlay for these people who are so heavily handicapped in the struggle for life. The proportion of our full and partial graduates who own land and homes, and their prosperity in comparison with the ignorant around them, furnish a striking comment on the soundness of their training.

Their record will be given in detail in the "Twenty Years' Work at Hampton," referred to below. The examples which they offer of better living and farming, are as valuable in the country regions where they teach, as is the book knowledge which they impart. It is in the country that the most and the best of the colored people are to be found, and it is not only they but their white neighbors, who profit by contact with our graduates, whose knowledge of stock and agriculture not infrequently makes a marked change in the methods of the working people among whom they settle. Our young women, as well as young men, are often local preachers as well as teachers, sometimes antagonizing the old time sensational shouting by a better statement of Bible truth, and becoming for their race what, centuries ago, the teacher was in our own civilization, leaders in all things.

It is already proven that this is the true missionary work for the mass of our colored people and for the Indian, and what is true for them is true under all similar conditions. All over the world we find men accepting, with comparative readiness, the theories of Christianity, while its moralities remain beyond their reach, and this must be so until the reconstructive power of a many-sided training is recognized. and systems are adopted which build up men "all round."

A recent application to us from a missionary at the Caroline Islands in the Pacific, for the training of a few converts to go back and teach the people, is significant, as showing how, everywhere, those who are in the work are progressing towards this second and most difficult stage in the development of missions.

At Hampton we do not claim to do all for our pupils that they need, but our endeavor is to fit them effectively to lead to better lives the simple people among whom their lots are Labor, I say again, is the greatest moral force in civilization, and the moral value of our industrial system is its chief excuse. Students who come to us with little or nothing can pay their school bills in labor, thus making their poverty a means of grace, for through this training in self-help come skill, character and success. The institution itself is a great public charity, asking yearly for its tens of thousands of dollars, but the student is not an object of charity. His tuition is free, but is it not true that in none of our universities does a man pay for the actual cost of his education? We feel that our poorest Negro pupil is on as manly a basis as the richest white student at Harvard or Yale. Indeed, the "lower" race may well challenge the "higher" to match its pluck and purpose in seeking the noblest ends of life.

Once more I repeat that the conditions of our work are so peculiar, so different from anything with which our contributors are familiar, that it is only as they are fully understood that the cost of our existence seems justifiable. But it is also evident, I think, that the investments made here, during the last twenty years, show adequate results, which justify us in our continued appeal to the generosity of our friends,

and also make it more and more incumbent upon us to see that the money with which they entrust us is wisely and carefully spent and accounted for.

With this in mind, I am glad to be able to say that for this year we can claim increased economy in expenditure and care in preventing waste.

The sawdust and other refuse of the saw mill is used at a saving of over \$6 a day in fuel, for the six steam heating boilers, which require, besides, over 1200 tons of soft coal per annum, at \$3 a ton. This system heats fourteen buildings, containing 2,500,000 cubic feet, supplies high steam for cooking for 600 students, and for six steam engines.

Night soil is distributed daily over the farm; grease is saved from the drains and used or sold; soap making has been profitably introduced, and the leavings of the tables are consumed at the barn, and returned to the dining room as fresh pork. Gas (an average nightly use of 600 lights) is made at \$1.15 per 1000 cubic feet, which is cheaper than ever before.

Perhaps the chief administrative duty here is to stop the leaks, and I find the decrease in waste very encouraging, though it, of course, means eternal vigilance.

The investigation of school accounts and business methods by an expert, suggested by the Treasurer and sanctioned by the Trustees at their last meeting, was as thorough as possible in the limited time taken, and while suggestive in various directions was also a full endorsement of our general policy.

I believe in such overhauling at least once in five years, for charitable organizations are apt to have weak points. Those who do not welcome searching investigation should not be trusted. A Purchasing Committee has been appointed who sanction requisitions for supplies from each department, and secure every possible advantage from discussion, competition, and cash payments, when possible, and the benefits of it are apparent.

The ninety eight thousand dollars needed annually for the support of the School have come, according to the estimates of the last three years, in round numbers, as follows:

From the State of Virginia, inter	est or	ı Ag	ricult	u-		
ral College Land Fund, .				٠. ﴿	\$10,000	00
From Government, for the maint						
of 140) Indians,	•		•		20,000	00
Income from Endowment Fund o						
from Rents,			•		8,000	00
From annual scholarships of \$70	a yea	ır,			25,000	00
From gifts for general purposes,	•		•		22,000	00
From such portions of unrestrict						
are compelled to use, about	•	٠	•		13,000	00
				-	398,000	00

### Total from Charity, \$60,000 a year.

Every dollar given by the living, or bequeathed in legacies, has always been, and I trust always will be, devoted to the object designated by the giver. Unrestricted gifts are like blood in the human body, going to the point of most pressing need. We should like to devote all receipts from legacies to the Endowment Fund, but this cannot be done without cutting off teachers and students. Whether or no this is best, it is for the public to say. I do not think that the salaries are too large (see Treasurer's Report), and it certainly does not seem best to reduce the attendance, or the cost of students' food, which, not counting service or wear and tear, has been this year 1714 cents a day for each one. The balance of the cost of board charged to students at \$10 per month, or 33 and 1-3 cents per day, is more than offset by the average daily cost of service, laundry, fuel, lights, and other household expenses, which now amount to about 18 cents per day.

While not over a tenth of the annual charity is pledged in advance, there is a reasonable expectation of about \$60,000 a year from the general good will of the people of the country. Many of them are fast and constant friends, and

will, I believe, finally, by bequest rather than donation, endow the School with upwards of a million dollars, which it needs to give it a permanent means of support and secure its future.

But we have learned to expect the unexpected.

So far the School has done more as an educator of public sentiment in regard to the race question with which it deals, than would have been possible had it been endowed from the outset, and it would not be well for it as yet to lose its contact with the people. It is a steady growth of over twenty years, from 15 to 600 pupils, never advancing a step without a struggle, never knowing before hand how the year's expenses were to be met. When in trouble we have seldom hoisted the signal of distress, and yet the money has come and the account been kept even.

I never cease to wonder at the kindness and patience of those who daily listen to appeals from here or some other quarter, the wear and tear of which can be hardly less than that of those who solicit aid from these overtaxed givers. Having myself sometimes been called on to endorse agents for Southern Schools, I have found it usually difficult to do justice to these earnest workers and at the same time to be fair to the charitable who should give, in the light of all the facts. I, therefore, venture to state briefly, and by way of illustration, our own methods.

Mr. Thomas Cayton, a graduate of the Hampton School, for six years a teacher, but compelled by a partial loss of sight to give up this work, is sent out to secure subscriptions for the Southern Workman and aid for, and interest in the School. He presents a letter from me stating his mission, his salary, that he has no commission, how his expenses are paid, and the amount and the disposition of the money he collected the preceding year. In these cases, I think, money should always be refused, unless the gifts of the preceding year are accounted for.

Nothing so encourages carelessness and waste of money (of which there has been a great deal) by often well-meaning agents, as taking it for granted that an impressive appeal is necessarily trustworthy.

Those who do not keep strict accounts are not fit to be entrusted with money, and such accounts would sometimes show a large per cent. used in expenses. Care in giving, means, in the end, the ability to give, not only more, but more wisely.

### Special Work.

The special work of the year has been-

1. Collecting funds for the proposed Science Building, the cost of which, complete, with steam, will be \$17,000. The sum of \$6,100 has been paid in, and \$3,500 additional are pledged. The work has been well started, and it is hoped, will be finished in the fall. We shall, I trust, secure enough next winter to pay off any debt which may be incurred, for I feel that after four years' urging and waiting, it is time this building should be pushed through. Little general interest has been shown in this undertaking, which I regard not only as most important in bringing elementary science into our primary educational work, but as a vital need because of our over crowded class rooms. Academic Hall, built in 1873, was planned for a prospective school of three hundred. School has doubled, but we have no additional class rooms. The seven new recitation rooms in the Science Building, besides two laboratories and the pleasant attic dormitory, will supply a genuine and pressing need, and as the buildings will be connected by a covered way, they will practically provide one school for all the pupils. The principles of physics, chemistry and all natural sciences, can now be illustrated with extremely cheap home made apparatus, so that the colored common school teacher of the South can show the working of many of Nature's laws and forces, at an incredibly small expense. Such studies stimulate thought, weaken superstition, and have a decided practical value, especially to the agricultural class with whom we largely deal, training our boys out of the stupid routine of the past, into intelligent and thoughtful farmers.

- II. A decided advance in our technical work has been made by the engagement, to fill vacancies by resignation, of two trained instructors, Mr. E. O. Goodridge, as engineer, a graduate of the State Agricultural College of Maine, and Mr. Chas. R. McDowell, a graduate of the mechanical course at the Boston School of Technology. They have, with other duties, taken charge of classes in mechanical drawing in the Night School. All those who have trades are now being taught to work from their own drawings, thus elevating the standard of our mechanic graduates. As a result of this we hope to be able to fit men to take charge of industrial departments in the fast-growing, practical, educational work for the Negro.
- III. It is pleasant to be able to report the completion and success of our "Holly Tree Inn," a pretty frame building, costing \$1,600, built by the Indian workshop boys. The upper story is iented to lodgers, and the lower to the Christian Association, which controls the Inn, so that the investment is a good one. It is presided over by a lady, and is open only to students, who find there illustrated papers, other pleasant reading, games, etc., and who can get for five cents a cup of good coffee, rolls and butter, or for a little more money, a more varied meal. It draws in many who would otherwise seek occasional refreshment at less satisfactory places, and in so doing would run into temptation, so that its influence in keeping our boys on the grounds, and in other ways, is most salutary. I am glad to say that it promises to become self-supporting.
- IV. We are gratefully indebted to a friend for the generous and helpful gift of the funds necessary to put up a plain but tasteful, frame office building, which will leave the first floor of Library Hall, now offices, for the moral and social uses of our classes. It is hard to make those not with us realize how much vital work must be done for our young men and women outside of class and shop routine, or how we are encouraged in these efforts by their earnest response. There is much to be made up to those who have no home life,

whose race inheritance shuts them out from much that is pleasant in life, and for whom education by contact is preemineutly necessary.

As recommended in my last report, a complete record of the graduates of this School is being made by Miss A. M. Hobbs, a former teacher, and Miss A. E. Cleaveland, our graduates' correspondent, who have devoted their time for the past six months to writing the necessary letters to 600 graduates, including 37 ex-students, and arranging the replies (386 to date) to the letters sent, and questions asked. Within a few months we hope to publish a book of about 200 pages. to be edited by Miss H. W. Ludlow, entitled "Twenty Years' Work at Hampton" which will give the names and brief record of each graduate heard from, and interesting extracts from many of the letters. The names of those who have given scholarships will be added, with each student's name, so far as possible. The loss of our early records in the burning of Academic Hall in 1878 is somewhat of a drawback, and we cannot do justice to many contributors whose annual scholarship gifts of \$70 have been assigned to Juniors and Middlers who have not graduated, but who have profited by their short experience. There are hundreds of these students through the country, many of whom I meet in my travels, often as teachers, and always very loyal to their alma mater. Besides about fifty who have died, and nearly as many who cannot give a satisfactory account of themselves, there are scores of whom we occasionally hear, all over the land, not always teaching, but making good and useful citizens. The interesting and striking fact in our graduates' record is their devotion to the work of teaching their people.

Three thousand copies of "Hampton's Ten Years' Work for Indians" (from 1878 to 1888) were published last year, and a new edition of 2000 was issued this year, to meet certain changes, and the popular disbelief in the red race.

In addition to this, an account of our Indian graduates and of some who have taken a partial course, will be incorporated in the forthcoming volume.

## The General Work of the Year,

On one of the introductory pages of this pamphlet is printed the time table of the School, a glance at which will show that from a quarter past five o'clock in the morning till half past nine at night, our students are almost constantly It may be called education on the "double quick," and is a good tonic for slow going people, for shirking is scarcely There is a little rest on Sundays and on the occasional national holidays. Vacation means full work, here or elsewhere, for all; about half our students being absent from June 15th to October 1st. Including the preliminary one year of manual labor, with school at night, our students have four years of steady, hard work. Many, for various reasons, fall out before the goal is reached, and much poor material is weeded out: but there are few who flinch from the effort and there is no falling off in interest. There is, I believe, nowhere a more contented and cheerful life than in our midst. consciousness of mental and moral growth, the gain in power, "the reflex of unimpeded energy," can hardly fail to produce contented, earnest lives.

Disturbed somewhat by the lack, at the opening in October, of able-bodied students fit to work on the farm, in the saw mill, and the heavier industries, while younger applicants were far in excess of our capacity, I have found in later developments cause for encouragement. After January 1st an increasing number of full-grown men apply, showing that the delay is caused by the fact that they cannot leave their year's work in the cotton, corn, wheat and tobacco fields of the South, till after autumn harvest or planting next year's grain crop. Christmas is the climax of their year; then they rest from their labors and are ready for new plans. The men are evidently getting into steadier ways, and we now have all we want. Colored girls, as usual, have crowded in upon us, and their steadfastness as workers among their people, is a constant inspiration to us to do all we can for them.

The reports of the teachers, officers, and managers, for the year ending June 30th, 1889, are made as usual and are herewith submitted for your consideration, and the customary reference to committees for examination and report, as follows:

Normal School.—Report of Miss Mary F. Mackie, lady principal in charge.

Indian School.—Report of Miss Josephine E. Richards, in charge.

Night School.-Report of Miss Anna G. Baldwin, in charge.

The John G. Whittier Primary School.—Report of Miss Elizabeth Hyde, in charge.

General Review of Class and Normal Work.—By Miss Helen W. Ludlow, teacher.

The Social Life of Students.—By Miss Jane E. Davis, teacher-Social Life of Indians.—By Dr. Anna H. Johnson, house, mother.

Missionary Work in the School.—By Miss Dora Freeman teacher.

General Review of Industries.—Including the substance of, the reports of the several managers, and an account of the technical work for both boys and girls.—By Mrs. Isabel Tillinghast, teacher.

Record of Graduates in the South—By Miss A. E. Cleaveland correspondent.

Distribution of Reading Matter to Graduates.—By Miss R. E. Tileston, in charge.

Record of Returned Indians.—By Miss Cora M. Folsom.

Visit to Dakota for Indians.—By Rev. J. J. Gravatt, acting chaplain in summer.

Report on the Library.—By Miss Helen S. Baldwin, Librarian.

Medical Report.—By Dr. Martha M. Waldron, resident physician.

Discipline and the Military Department.—By Mr. Geo. L. Curtis, Commandant.

The Moral and Religious Work of the year.—With other topics, by Rev. H. B. Frissell, chaplain.

Girls' Industrial Department.—Including sewing, tailoring, dressmaking, clothes-mending and the manufacture of underwear, employing 73 girls and 7 boys. Report by Miss M. A. Galpin, manager.

Girls' Housework.—125 girls. Chiefly care of rooms, hall-ways, dishwashing, etc. Mrs. Irene H. Stansbury in charge.

The Students' Laundry.—Employing 84 girls and 2 boys. Report by Miss Evelyn Foote, manager.

The Teachers' Laundry.—Miss Clara Woodward in charge. 17 girls.

The Girls' Garden.—Miss A. C. Clapp in charge. Employs 40 girls.

The Cooking Classes.—59 girls. Report by Miss Bessie Morgan, teacher.

Students' Boarding Department.—47 students employed. Mrs. H. H. Titlow in charge.

Teachers' Home.—(72 boarders) Mrs. Ella R. Gore and Miss Charlotte M. Thorne in charge, 19 students employed.

The Home (Whipple) Farm, 150 acres, and Hemenway and Canebrake Farms, 600 acres.—100 boys. Report of Mr. Albert Howe, manager.

Huntington Industrial Works.—47 boys. Two million feet of logs cut yearly into lumber of all kinds, and building material. Report by Mr. J. H. Brinson, superintendent.

Report of Mr. F. C. Briggs, business agent.

Indian Workshops.—Carpenters', wheelwrights', black-smiths', tinners', shoemakers', harnessmakers', painters', technical and bricklaying shops—67 Indians and 18 colored boys. Report by Mr. J. H. McDowell, manager.

Printing Office.—10 colored, 2 Indian boys, 9 employees not students. Report by Mr. C. W. Betts, manager.

Machine Shop, Steam, Gas and Water Works.—13 boys. Report by Mr. E. O. Goodridge, engineer.

The Knitting Department.—17 boys received and working this year to advantage; is sufficiently accounted for in the Treasurer's Report.

In addition to the existing committees, I think that the appointment of one on Current Expenses to examine the whole range of expenditure, and one on the Department of

Industries would be advantageous.

In considering the work of the shops, it must be remembered that it has been heretofore constantly stimulated by the erection of our buldings. When this ceases, some of our shops may be somewhat left in the lurch. New businessmust be sought.

In addition to the special economies of which I have already spoken, we have this year adopted a plan of systematic care and repair of our great property, which at once shows its effects.

Insurance has been carefully looked to, and the completion of our costly steam plant enables us to do much more work, at less cost, than ever before.

Except the \$5,500 which we still owe on the steam outfit, the School has no debt on its "plant." In various directions there has been marked improvement. Technical instruction is a hundred per cent. better than last year. Nor mal work has been pushed on as never before. See Miss Ludlow's Report.

The yearly cost seems great, but again I ask, is it not, beyond a doubt, offset by the gain in moral force and character which our pupils show, and which does not stop with them?

This year I have asked for nothing new, and I think that hereafter the chief objective point of the friends of the School should be to establish its continuance and prosperity, on a solid foundation.

# The Negro Question.

The discussions constantly going on, in the papers and magazines, keep this in the front rank, where it will remain, until a truly republican form of government shall be established in all the States. It is not by much speaking that this will be done, and while discussion is, in its place, useful, it is only work, by the Negro for himself, and by his friends for him, which can accomplish this. Not only for the Negro, but for the white population which surrounds him, is there much to be done, and it is to the slow processes of education, uingthes word in itstbroades ande highest sense, that we

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must look for this regenerative work,

Southern taxpayers are doing more than any others for the Negro, by maintaining 16,000 free colored schools at an annual cost of over three millions of dollars.

The total Southern aid for Negro education since 1868, in common and Normal schools, has amounted to over thirty seven millions of dollars. Northern charity is sending South for the same cause about a million of dollars a year. Since 1862, the total given has been as follows:

Total .....\$15,850,000 00

The above figures were given me by Rev. Atticus G. Haygood, D. D. of Georgia, agent of the "Slater Fund," who has taken great pains to collect the facts, and states that the figures are official, both as to Northern and South, ern aid for Negro education.

The large amount given to independent institutions like Hampton, Tuskegee and others, is not stated, nor that given by Episcopalians, which is not large; all this would amount to over a million more; say seventeen millions in all from the North, for the ex-slaves of our country; less than half of the amount devoted to that object from the self imposed taxation of the South. Of every \$100.00 paid in Southern taxation, \$91.50 are paid by white people.

Dr. Hayood also states that in 1888, the tax assessments of Georgia showed a total valuation of three hundred and forty millions of dollars, of which nine millions were owned by Negroes—no other state ascertains similar facts. The total property of the Negroes in the ex-slave states is probably not far from eighty millions of dollars; unless we count the wealthy Creoles of Louisiana with Negro blood in their veins, who are estimated to be worth over fifteen millions.

First in the order of time, if not of importance, is the

establishment of law and order, and while lawlessness is still the curse of some sections, there is, even in the "black belts" of the Gulf States, a steady, if slow, advance towards good government, the gain in every ten years being noticeable. I did not myself believe this until my own observations and the opinions of some thoughtful Southern menconvinced me of it.

As might be expected, the popular talk about the Negrois all in a hopeless key; but to the direct question, "Are the laborer's pigs and poultry and crops safer than ten years ago? Are the loafer and thief more likely to get their due? Are the Negroes inclined to get homesteads?"—the answer was, usually, "Yes."

There are, unquestionably, multitudes of "low-down" Negroes and many wretched neighborhoods, but I think that intelligent white men everywhere in the South admit that the line between the good and the bad is every year more distinctly drawn—a sure proof of progress. The gain was never so rapid as now, thanks to Negro pluck and purpose, and to the stern discipline of their past, which developed qualities which schools alone cannot create; and this basis of hope is, I believe, beyond the reach of any political pressure. creasing enterprise at the South and the new industrial life of the people are helpful conditions, and where they are supplemented by education, are pushing the better part of the Negro race into prosperity, giving them a place and making them a power. The talk of disfranchisement is idle; it comes too late; the Negro is not what he was twenty-five years ago, and the next half century will see great changes.

As prosperity creates social distinctions, political divisions will follow, and the human nature of both races may be trusted to adjust the relations, which are, indeed, to-day, generally amicable. In those localities where lawlessness and injustice have repelled capital and immigration, the penalty of impover shment is the swift result, and government can do little; the people must finish the work of reconstruction.

I believe there is no such illustration on record of the law of compensation as is to be found in the history of the Negro race. More has been given them than has been taken

away. Hard knocks have driven them forward. "Development under difficulties," seems to be their law of progress, and this is their heroic age. Indulgence has demoralized the Indian, while harshness has strengthened the Negro; our black boys could not afford to have their path made too easy. As I look at the life of the average white college student, I know that our young men could not stand the ordeal of so much prosperity, any more than the former could endure the strain which develops our Hampton boys. The Negro's "speed," so to speak, is more rapid than that of the white student, because he still feels the momentum always associated with the first period of growth; but this, rightly measured, is in no sense deceptive. There is no doubt that against the Negro can be arrayed a formidable phalanx of discouraging facts, but the weight of evidence is finally in his favor, and we have a right to our enthusiasm. Without it, indeed, we should poorly serve the cause for which we stand, for nothing so cripples a worker as a burden of grievances, and our strength is in our belief that the Providential guidance of the Negro is as manifest to-day as it ever was.

In the tace of overwhelming disadvantages, he has, we are assured, won the vantage ground which at least guarantees him his place in the nation.

## The Indian Ouestion.

The chief misfortunes of the Indian are his isolation and the national appropriations, amounting to about \$5,800,000 yearly, for 246,000 people, which (though rightfully his) are literally millstones about his neck, keeping him down, and hampering those who work for him with all sorts of unnecessary complications. Almost alone of all mankind, he is denied the choice to work or starve, and in dealing with him, the difficulties with which we meet are not so much in him as in the system of which he is the victim. His moral right to the best work that good and permanent agents can do for him has seldom been recognized, and the greatest wrong done him has been its denial. Wise administration could, however, remedy all this without breaking any pledges, and there does seem to be a tendency towards a better policy, because of a better public sentiment.

The only profitable discussion now is as to how to make these wards of the nation into good citizens. In the main they are like other people, and need only a fair chance. They have excellent mental and moral capabilities, but are weak physically, and suffer much in the transition from barbarism to civilization. Of our 246,000 Indians, not more than 110,000 get government! food. Among the remainder, who, in general, take care of themselves, are included some wild tribes, like the 20,000 Navajos, who own a million of sheep and 40,000 ponies; and the Five Nations in Indian Territory, numbering 65,000, all in citizen's clothing and living like whites; besides many small tribes.

The most marked progress has been among prisoners of war, who by fighting have forfeited all rights and been made to work for their food and clothing. In advance of the 28,000 Sioux, for example, are the 3,500 self-supporting survivors and descendants of those engaged in the Minnesota mast sacre of 1862, whose capture led to their redemption; as was also the case with the treacherous Modocs, now in Indian Territory as well as Chief Dullknife's band of bloody raiders, now peaceful herders on the Little Tongue river, Montana. The defeat and imprisonment in Fort Marion, under Captain Pratt, of those now historic Indian warriors, laid the foundations for much of the work which has since been done for Indians.

If the 380 Apaches now confined at Mt. Vernon Barracks, Alabama, could be handled with equal wisdom, equally successful results would follow. The neglect of the government to provide the conditions for the moral and industrial education of them all, has no excuse; there are no better subjects for Christian teaching in the land. Sending over a hundred to Carlisle School has been most wise.

The inherent capacity of the Indians is shown by many manly independent lives, but the danger is that in the tangle of their present condition, due chiefly to misuse of political influence, they and their friends may become discouraged.

So far as their bodily welfare is concerned, less than one-half of these people need help and care, and for those who do need it, it should come as guidance through the complexities which are caused by the policy which treats them one day as the wards of the nation, and the next as foreign powers holding property in our midst.

The work to be done for them is on the lines familiar to those who know their needs, of Land, Law and Education; but nothing short of an earnest, intelligent public sentiment can make such work possible. The problem is a serious one, and appeals more strongly than any other within our national limits, at once to the legislator and the Christian worker. The Negro in the face of all his hardships can fight his battles, with the ballot in his hand. Legislation and self help have lifted him into citizenship, and the road is comparatively clear. But it seems more difficult to deal with the 246,000 Indians than with the 7,000,000 Negroes, and, indirectly, the immediate push, made with fresh energy, should be for better laws, more and better schools, and land in severalty for all.

I can bear personal witness, from my visit last fail to six reservations in Dakota, to the great improvement since my previous visit in 1881. The Indians on these Sioux reservations are generally scattered, on allotted but not surveyed land, and although they retain their teepees as a matter of convenience, they live in log houses like ordinary white set. tlers. They cultivate from one to thirty acres of ferced land to a family, the men working about as much as the women and using improved agricultural implements. Stacks of grain and hay were as numerous as the houses, pigs and poultry were not infrequent; the signs were plain of the breaking up of the old life. The Indians were everywhere mingling more freely with the whites, and evidently had accepted new ideas; but they were still drawing rations (although these of late have been much reduced) and wasting many days each month, and often risking their crops, in going for the weekly or fortnightly issue of food. The barbaric beef issue provides a gala day for the Indians, where crack shots can show their skill before the admiring crowds which surround the corral; but it puts back civilization, and is an absurdity. Nothing can be more unnecessary, not to say harmful, than to provide a million dollars' worth of free beef annually for these Indians, who hold the finest cattle ranges in the country, are born herders, and who, under good, permanent agents, with an appropriation to start them, could, in a few years, raise all their own beef and have plenty to sell.

Had Major Schwan, U. S. A., been retained or properly supported as acting Indian agent in charge at Cheyenne River, Dakota, those 3,000 Sioux would now, beyond question, be supporting themselves by cattle raising. Such changes as this have retarded progress; such army officers are the best men to take hold of the Indian Question. Economy and good sense demand that the best men whether in or out of the army, should have charge of the reservations.

I was informed by the Indian agents whom I met, that if they were given authority to issue farming utensils and live stock, instead of beef, flour, etc., many Indians would begin to raise their own food, and the ration system would soon come to a natural end. Some of our returned students desire to do this, but the existing laws do not permit it. Such laws are a stumbling block, and until they are changed the Indian must struggle under the curse of an enforced pauperism. This matter should be agitated until every dependent Indian is on his feet and working for himself. Hundreds are now ready, wating only for Congress to give the word; and Congress is waiting for the people, with whom the responsibility finally lies.

I was surprised to find the record of our returned Hampton Indians so generally good. A majority had at times misbehaved but out of the 247, while less than one fourth are in many ways disappointing, only five seemed to have become thoroughly demoralized. Indians are fickle and their conduct is full of surprises: but after careful personal investigation we claim that over three fourths have done from fairly to very well, as teachers, farmers, teamsters, laborers, etc. The girls have done better than we dared to hope; while a few have gone astray, the majority are married and living decently at home. The noble record of a few of our students is a sufficient justification of all our efforts in behalf of their people. The report of Miss Cora M. Folsom, correspondent, who spent three months last summer in personal

investigation among these Indians, is full of interesting facts and is given below.

My attention has lately been called by ex-Superintendent of Indian Schools, Mr. John B. Riley, to the matter of giving to the Indians civilized family names. No systematic attempt to do this has yet been made, but it would undoubtedly facilitate progress.

In reply to copies of this letter which I sent to leading men who would be likely to be interested in it, I heard from Bishops Whipple and Hare Major McLaughlin, Rev. Messrs. Riggs and Williamson, Dr. McGillicuddy, and Dr. McChesney; all of whom have had large experience in Indian matters. They consider the suggestion made an important one, and while they see difficulties, are of the opinion that much can be done. I give Rev. J. P. Williamson's letter entire.

GREENWOOD, D. T., April 5, 1889.

## DEAR SIR:

Yours in reference to family names for Indians is received. The question is one that calls for attention at this time, and I shall be glad to see it taken up by the "powers that be."

My idea is that surnames are a necessary accompaniment to civilization, and will grow up as naturally as vegetation in the spring, and it is not much use to force it as you would a hot-house plant

In some tribes the work is well nigh completed. The Indians of Santee Agency and Flandreau are all located on their lands with, Christian and surnames. Much has been done among the Sissetons and something among the Yanktons and many other tribes. Indeed, wherever Christianity and civilization have taken a foothold, this plant is springing up. And unless there is civilization to nourish it, it will share the fate of the first pin:s and p'ows issued to the hostile Sioux.

The trouble heretofore has been the want of unity of action. A boy would have two or three Indian names, be baptized in some church as John Adams, go to school and be named James Smith, go among the white settlers under the name of Dick Jones, and so on. Generally, Indians are tickled over a new name as much as over a new hat.

Locating Indians on lands in severalty is the great turning point in their mode of life, and, I think, a proper time for the establishment of family names. And as these names will be transmitted to

posterity indefinitely, the importance of settling appropriate and significant names is self-evident.

The Ethnological Bureau has given much attention already to this matter of Indian names, and their help would be important.

Yours truly,

JOHN P. WILLIAMSON.

But nothing is so essential to the Indian's future welfare as that the Government shall cordially co-operate with the Christian churches of the country, impartially encouraging their work as the only permanent and the only religious force in Indian education. Of late years there has been far too little recognition of this, for I speak within limits when I say that missionary work is at the bottom of the progressive and hopeful movement among this people, who are the victims of a mistaken policy rather than of their own weakness.

## In General.

At the last Annual Conference of Virginia County Superintendents of Schools, held in Richmond, I urged that less stringent examinations in grammar be held as a requirement for teaching in the public schools of the State. It would be far better to spend more time in teaching the English language, and less on technical grammar, which is of little benefit to pupils.

Examinations of letter-writing and other use of English would be far more profitable. We are compelled to fit our pupils for the State examinations, else they could not secure appointments as teachers.

These examinations often call for the most difficult points, such as the use of the word "as" as a relative pronoun. I could multiply such cases. We would rather give a better knowledge of the correct use of our language than waste valuable time in drill upon these non-essential points in technical grammar.

I have long felt the need of some conference of workers for the Negro race whose special objective is Normal and Industrial training. Much good would come from mutual discussion; and if there is no better place, Hampton is suggested as a meeting ground for the coming year, either in winter or in June when schools have just closed.

A similar conference of those engaged in Indian education would be most profitable, and the hospitalities of this School are offered for the purpose.

It is most desirable to have a loan and building fund of about five thousand dollars, which could be used to help enterprising young colored men with families in this vicinity, especially our graduates who settle near us in the School's service, to erect good houses on land which they have paid for. The policy in investing endowment fund is too conservative for this.

Though not the very best, such security would be good, and no loss would be expected. The interest on the fund would add to the income of the School.

There has been no change in the six curators appointed every four years by his Excellency the Governor of Virginia. Our relations with the State and its people continue to be most satisfactory, and there is, I believe, a wide spread appreciation of the work of the School, regardless of color or politics.

The necessity of industrial training for the Negro, as well as his mental and moral education, is a matter in regard to which all classes in the South are cordially agreed. The best work for this race not only finds no opposition, but gets the strongest moral support. Alabama aids "Tuskegee," Mississippi helps "Tougaloo" and South Carolina is building up Normal and Collegiate and Industrial Schools by annual appropriations. The North and the South are solid on this question of the best training for the Negro.

We will, for another year, face the problem of current expenses, believing that there is no overpayment for the services of officers, teachers and employees; that there is a proper care of students; little, if any, waste of time or material; in general, careful use of funds entrusted to us, and a satisfactory record on the part of our graduate workers in the South and West.

In ways that one cannot always trace ahead, there come to the institution that does its duty, as well as to the individual, sufficient strength and help for the exigences of each day.

At the last moment, while, in fact, this report is passing through the press, I find rayself under the unpleasant necessity of supplementing it by a notice of the statements made in regard to the School by the Rev. T. S. Childs, D. D., of Washington, D. C.

These statements have, through the Associated Press, obtained general circulation and have, in the main, impressed the public as follows:

- First —That gross cruelty has been practised upon the Indian students at Hampton in subjecting them to confinement in a "dungeon," which, in Dr. Child's estimation is compared only to the "Black Hole of Calcutta," and called by him "A Place of Torment."
- Second.—That the food given to the Indian students was not suited to their needs and was unsatisfactory to them; admitting, however, some improvement.
- Third.—That the Indians believe that money given to them was used indirectly for the benefit of the colored students.
- Fourth.—That the Indian students at the Hampton School sent a representation to Washington to thank Dr. Childs for his interference in their behalf and for the resulting improvement in diet.

The observations of Dr Childs, upon which the above statements are founded, were made in D:cember, 1887, when he was, because of certain complaints, sent by the Indian Office to inspect and report upon the Indian Department of the Hampton School. At that time he called upon our students, at a private conference and during my absence, to bring forward any grievances which they might have, and the result was what might have been expected in any school, when the pupils are permitted, or rather, invited, to make complaints to a sympathetic ear. In any institution which is run on a large scale, there must al vays be a certain proportion of malcontents, and, it goes without saying, that Dr. Childs' attitude brought them to the front in full force. I do not believe that the complainants intended any harm, or. indeed, realized what they were saying, for they have been on the whole a contented and happy set, and Dr. Childs' action in adopting too readily their carelessly made charges shows to say the least of it, that he was not familiar with youthful human nature. Later on, however, their statements were met, at Dr. Childs' request, by counter statements from the school officers.

The report which he then made was promptly contradicted, in the main, by Gen. Whittlesey and Mr. A. K. Smiley, of the Board of Indian Commissioners, after they had themselves investigated the points in question.

Dr. Childs, after their report was published in their Annual proceedings, returned to the attack, and a much to be regretted newspaper controversy has been the result. reply of the school officers to the charges made, admitting some reasonable points taken in Dr, Childs' report, they have been heartily seconded by the best among our Indian students, who promptly and squarely denied that they believed their money to have been misused or that they ever sent a representative to thank Dr. Childs for his interference. They state also that any complaints which they have at any time made to the authorities of the School have always received attention; and that furthermore, their discipline, as a body, is pretty much in their own hands, being entrusted largely to a "Council of Five," whose sentences upon their fellow students are often more severe than would have been passed by the regular officers of the School. They have confined, when they saw fit, their schoolmates in the "Place of Torment," which is however, not so "absolutely dark," but that newspapers can be read in it, and from which prisoners could always be released upon confessing where they bought their whiskey, or upon promising to obey the rules of the School. The "dungeon" can be used profitably for bad cases.

While our friends and the press in general have defended us in a most thorough going way, the public at large will probably retain some unfavorable impressions of our work for Indians, and while our doors can be opened no wider in the future than they have been in the past, we can and do ask for more thorough and more critical examinations at the hands, not only of amateurs, but of authorized experts who cannot reasonably be challenged.

Respectfully submitted,
S. C. Armstrong,
Principal.

Hampton Normal and Agricultural Institute, Hampton, Va., June 30, 1889.

## Academic Department--Normal School.

The 21st Session of the School opened Tuesday, October 2, with an attendance of 516 pupils and 29 teachers. By October 20 the enrolment had reached 573. The arrival of a party of Indians from the West November 10, brought it up to 606; from this figure it has varied very little during the entire year, the total enrolment being as follows:

Cirle

G	irls.	
Colored.	Indiar.	Total.
Senior Class14		14
Middle Class 47	2	49
Junior Class50	<b>2</b> 8	67
Night Class68		68
Indian School	37	37
Training School2	<b>5</b> .	2
		٥.
Colored.	Indians.	Total
Senior Class 18	6	24
Middle Class 61	6	67
Junior Class71	19	90
Night Class171	ı	172
Indian School	65	65
Total Grand Total		

Perhaps in no one feature has the School changed more in ten years than in the work done in the first few days of its session. Ten years ago, when what is now known as our Night School, numbering 240 students, under 9 teachers, was then called the Preparatory Class of 36 students, under the care of Mr. Booker T. Washington, now Principal of the Tuskegee Normal School, Ala., the accessions to the School being almost entirely from those who were here for the first time, the custom was to devote three days, before the opening, to the examination of new students, and this work often went on for two or three weeks after the nominal examination of the school, pupils being examined daily after the regular school hours, an experience not only involving extra work, but being also a constant drag on the class work, as we never felt our class divisions were really made until a month after the opening. Now the growth of the Normal classes is chiefly from within, 84 of those who belong to them this year for the first time, having come up from the Night School, while only 26 were admitted from other schools. These 84 students were examined and classified at the end of the Summer Session, which closed September 1, by the teachers who had taught them for one or two years, and who being also teachers in the Day School, are well qualified not only to judge of their fitness to enter, but also to assign them to class sections according to their thoroughness. That this work was well done is proved by the fact that no student so assigned by the teacher has had to be "demoted," as our students say; a few have been promoted to higher sections.

This, of course, reduced the fall examinations to a minimum and gave us our classes, almost from the beginning, on a good, fair basis

of permanency.

Another encouraging feature of improvement is the steadiness of the attendance. Up to the present date —April 20—that is, within a month of commencement, only 29 out of 313 enrolled in the Normal Department have dropped out—19 from the Junior Class and 10 from the Middle. Of this number, 6 boys went to the Night Class because they lacked sufficient funds to continue in the Day School; 4 boys and 2 girls were dismissed for bad conduct, 4 dropped for want of ability to progress in studies, 6 left for sickness and 7 to obtain work elsewhere to earn money necessary to pay future school bills.

I think the present has been the best year in attendance of any of which I have the record. The colored student is learning that to make progress he must enter early and stay late, a fact which Mr. Washington's first pupils in the Alabama Normal School did not understand, when, as he tells us, young men came with money enough to pay six months' schooling, thinking they could earn in that time

their "Normal Diploma."

In reporting the Academic work, I would say that there seems but little to mark it from that of previous years, unless it is the ease with

which it has been done.

Of the 18 ladies teaching in the Normal Department, all, with the exception of one, who is filling the place of Miss Bacon, who accepted last spring an invitation to teach in the Empress School of Japan for a year, have been connected with the School several most of them many, years; they are familiar with the peculiar needs of the students they teach, and are indefatigable in their efforts to keep up with the latest methods in teaching, and of awakening the interest of the students to search for themselves outside of the regular text book. I think I express the experience of all the teachers when I say that the greatest difficulty they feel in their work, is time to do thoroughly the work planned, and that the great danger is of making the scholars superficial in the effort to cover the ground we would likemore and more we feel cramped in being obliged to do in three years the work which four would make none too satisfactory.

We have felt for a long time that for a people as musical by nature as are our colored students, we do very little in the way of giving musical instruction; not near as much as do other schools of the same kind; but, with our work system as it is and must always be, it is not possible to devote a great deal of time to music. An effort has, however, been made this year to do more in the line of teaching pupils to sing by note. In addition to the regular weekly lesson given the Senior and Middle classes every Wednesday morning, a class has been formed to give on Saturday evening a lesson of forty minutes to those who are not able to avail themselves of the instruction given at other times. This class has been well attended,

and with fair results.

A number of our teachers attended last July the Summer School under the charge of Prof. Carroll at Niantic, Ct., and have felt their indebtedness to it in their work this winter. The move to introduce more normal work in the classes has been very general on the part of the teachers, and all who have done so report very favorably on the interest taken by the students in it and their improvement, from

time to time, in handling the classes. More would be done in this line, if we did not feel constantly the necessity of urging forward a class in order to cover the ground required for promotion or graduation.

The only course of lectures we have had this year were some delightful talks, what might be called autobiographical reminiscences, given by Dr. Cyrus Hamlin-showing how his choice of a missionary life was developed and how he came to be a missionary to Turkey instead of to Africa, as was his bias. The students will not soon forget the vivid pictures which he set before them, the life of a poor boy struggling for an education, and what that effort produced in later life, and teachers as well as students are indebted to him for an inspiration to persevering work in the midst of difficulties which will eventually bring success, if not always that aimed for. (For these lectures see Southern Workman.)

I remember calling attention last year to the fact that as far as possible we employed the same teachers in the Day and Night Class, such ladies doing half-day work in the Normal. While for many reasons this is most admirable, I want to say that I have found that there is a limit beyond which it should not go. Two, or at the most three, is all that should work in both schools, not four, as this year; the object-tion being that such teachers are never available for study-hour work, and when there are four separate study hours to be kept both morning and evening for five days in the week, it makes the burden too heavy

on the regular Normal teachers.

Speaking of study hours, I would like to say, that a good beginning has been made toward a library of encyclopedias, histories and other reference books for use by students in study hours, duplicate copies being provided for boys and girls, and that the books are in constant demand; also that the nucleus for a Reference Library for the teachers has been formed in Academic, which, by its nearness to the class-rooms has added greatly to the efficiency of their work and saved valuable time, it not always being possible to consult the General Library when most needed. We hope both of these libraries will continue to grow.

A report which covers a year's work of the School should take notice of the Yearly Institute which we hold for two and one half weeks

after our commencement in May.

That of last year opened on the 24th of May, and continued until June 9, with an attendance of 30 young teachers from East Virginia, besides the 42 members of the graduating class. It was under the care of Mrs. Mary Cate Smith, formerly Principal of the Training Department of the State Normal School, Milwaukee, Wisconsin, assisted by the teachers in charge of the various departments of study at Hampton. The work of the Institute was good, and we notice a marked improvement in the intelligent interest now taken by our Seniors, since the regulation requiring a year of teaching following their promotion to the Senior Class. They stand more on a level with our returned graduates of former years—having an experience of their own on which to draw in comparing methods and asking questions.

This year our Institute will be conducted by Prof. Aldrich, Superin-

dendent of Public Schools of Quincy, Mass.

M. F. MACKIE, Lady Principal.

### Indian School.

Never, we think, since Indians came to Hampton in 78, has there been so intelligent, earnest and promising a company of these pupils from the West as the past year. As the Western agency and mission schools grow in number and efficiency there is better material to choose from, and as a desire for Eastern education gains ground, there are more applicants to offer themselves. Many of our new scholars bear the strongest testimony to the careful training they have received from missionaries and others at their homes.

Among these we have had two parties of Oneidas from Wisconsin, and these Indians, so long in close proximity to civilization, are naturally farther advanced than the majority of those living in wilder parts of the West. Eight of these representatives of the once famous six Nations came with Dr. Johnson in July, ten more were with Mr. Gravatt's party of forty, which arrived here in November, and was composed besides of Indians from Standing Rock, Cheyenne River, Crow Creek, Lower Brule, Sisseton and Yankton Agencies in Dakota, and Omaha and Winnebago Agencies in Nebraska.

Some very bright boys and girls came in Mr. Talbot's party of

ten, which reached us in October.

We have on our rolls at present, 139 Indians; 44 girls and 95 boys, not including six little children under six years of age.

The following tribes are represented:

_	•	
Sioux		68
Mandan		I
Omaha		10
Winnebago		10
Pawnee		6
Pottawatomie		5
Sac and Fox		5
Wichita		Ī
Seneca		1
Shawnee		7
Delaware		I
Wyandotte		t
Oneida, Wis,		21
Oneida, N. Y.		I
Onondaga		I
		 <del></del>

The health record, as will be seen from Dr. Waldron's report,

has been remarkably good.

Forty Indians have been in the Normal classes, six being Seniors; viz.: two Omahas, two Sioux, one Pottawatomie from Indian Territory, and one Onondaga from New York. Of these, one has the honor to be valedictorian.

The real interest and ambition shown by many of these Indians in their studies has been very marked. A teacher one evening in charge of the small study hour, composed of Indian girls in the Middle and Junior classes, found herself in the centre of a knot of eager questioners as to how the first chapter of Genesis could be reconciled with the "Nebula theory" of their Physical Geography. As time pressed, they said, "May we come to your room Saturday night (their holiday evening) and talk science?"

In the Indian school proper, we have had a large Advanced Division fitting for the Junior class. Little change has been made in text books this year. Hawthorne's "True Stories from New England History" has been taken up with much interest in the Advanced reading class, and they have had Natural History as well as Scudder's United States History. The drawing of maps from memory has proved a valuable exercise in the geography classes, and visitors have been surprised at the wonderfully correct outlines drawn on the board in three minutes by a "Red Horse" or "Big Mane." or some other youth or maiden. In arithmetic, rapidity of thought has been stimulated, and interest excited, by the use of cards with numbers to be added, multiplied or divided, these cards being held before the class for an instant only. Making out bills has helped them in English as well as arithmetic. Fractions have been successfully taught by the use of disks. The Grube method has been tollowed with the lowest class. One of the teachers visited a Deaf and Dumb Asylum during the vacation, and made a careful study of the methods employed in teaching deaf mutes. Her language class of Indians has reaped the benefit this winter. An "Illustrated Primer" for mutes, published by Heath & Co, has been helpful to our beginners in English. After acquiring through objects, pictures and actions, a small vocabulary of nouns and verbs, with a few prepositions and adverbs, conversation exercises have been given them, short questions and answers, often about occurrences in their every day life, these to be read from the board, copied into books, written from dictation, memorized, and sometimes given once more in the form of a prief letter.

The earnest desire for English, and the brave attempts to use it. among the new comers, have been especially noticed. The Sunday school teacher of the new Sioux boys, herself a Dakota scholar, after a two year's sojourn at Lower Brule, and authorized once a week to give them religious instruction through the medium of their own tongue, comments upon this. She says that even boys who at their own homes had always talked to her in Indian, now answer in English whenever it is possible, and she finds that no part of the lesson is entered into with more interest than the recitations in the new language they are so anxious to gain. Special effort has been made to secure promptness and obedience among the Indians. In their own homes children are often indulged to an almost unlimited extent, and family discipline is apt to be well nign unknown. Add to this fact the native pride of the red man, and it is no wonder that sometimes it seems beneath his dignity to change his seat, to re-read a paragraph, or to rub out and work over again an example. Promptness and alertness in the recitation room too are not ingrain. Indeed, it is not always entirely in accordance with their views of what is fitting and decorus. One boy remarked, "I don't want to jump up as if I were frightened." For this very reason it needs constant drill. It is felt that decided gain has been made, though room is still left for much more.

The question is often asked what becomes of the Indians in summer. The outings in Berkshire for many of our pupils have been already referred to in these reports. The number at the North last year was larger than ever before; over fifty; and their record in the main very good indeed.

There is still, however, an Indian school at Hampton even during the summer months, and much is accomplished in the way of work and study. The morning finds the girls busily plying their needles in the long sewing-room at Winona, preparing for the fall party, so that piles of fresh garments and bedding may be ready to welcome tired travelers from the Plains when they come to the "Elder Sister's Home." The boys meanwhile are out on the farm or in the shops. At one o'clock the school bell calls to the class rooms in Academic, where they have recitations till nearly three. Then a study hour for the girls, and more work for the boys. No wonder that the relaxation time after supper, when the boys are allowed to remain on the lawn in front of Virginia Hall, with the teachers and girls, for a half hour, is highly prized. Sky and water, and the sails of incoming boats, are aglow with magic sunset tints, and cool breezes blow over merry groups and happier couples. With the gathering dusk comes the summons for the boys to repair to their evening study hour, and the girls to Winona.

The social life, both of the boys and girls, is described by Dr.

Johnson.

The industrial training of the girls has been carried on as usual in the sewing room, laundry, cooking classes and technical shop, besides the practice in sweeping, dusting and scrubbing, which is afforded them in keeping Winona Lodge in order.

In addition to the ordinary manual training of the boys, special instruction has been given this year, as will be seen from Mr. An-

drew's report, in bricklaying and technical farming.

Five cottages are occupied by families on our Reservation. The Little Eig'es returned home in the fall with their baby daughter, christened Martha Waldron, a name recalling to Indians the friend whose untiring devotion in her arduous duties as a school physician they do not easily forget. Another Hampton boy, who spent the summer at his home on the Winnebago Reserve, returned in the fall with his bride and took possession of one of the cottages. He is at school all day in the Advanced class, and spends his work days in the carpenter shop. His young wife cooks appetizing little breakfasts and suppers, puts the house in order in the morning, does her own washing and his in the Winona laundry, studies cooking under a graduate of Miss Parloa's course, makes and mends her clothes, besides earning many a penny from her skilful bead work, which procures ready customers at the Industrial Room. The afternoon finds her in school, in the class of beginners to be sure, but a very bright particular star in that very earnest division. In bringing on a married couple from the West it seems very desirable that one at least should already have had some training and education. If neither husband nor wife understands English, or the ways of civilization, it is extremely difficult to make their Hampton life what it should be, cut off as they are in great measure, by living in a cottage, from the hourly supervision which can be given in the Wigwam or Winona. Our cottagers have been quite successful this spring in their chicken yard, which furnishes them with a good supply of eggs. What they do not need for themselves they are allowed to sell. A diminutive brave on the Reservation, it is true, is well nigh as destructive to the peace of mind of hens and their care-takers as any Reynard of child ish lore, and serious are the charges brought against him in the teacher's meeting for his depredations; yet some chickens survive the on-slaughts of the small brave, and it is hoped both he and they will

reach years of discretion.

We welcome any sign of effort on the part of Indians to help themselves, and to try to help others. It was cheering therefore after our Indian Day, the 8th of February, to have boys and girls sign a petition, drawn up by one of their number, and sent to Washington. asking that tools and other articles needful for self-support, be issued instead of rations at the agencies. This was read in Congress with a few appreciative remarks, and referred to the Committee on Appropriations.

In their various organizations, as well as by the constant teaching of their pastors and Principal, the thought of caring for others is impressed upon them. One of the rules of the boys' Christian Association is, "Any member who goes from the School must first try to be a Christian, then help the people at home to tell them about it."

Can we doubt as we read Miss Folsom's report on returned students that there are boys and girls too, who are struggling bravely to live up to the spirit of this resolution, and to stem the tide, even amid the temptations of the agency or camp? Some, it is true, may be carried down in the strong current, and others may seem to make, but little headway, yet, for many we "thank God and take courage." JOSEPHINE E. RICHARDS,

In charge.

# Night School.

Total enrolment, Average attendance. 240

193

From the statistics above given it will be seen that the numbers of the Night School are more satisfactory than ever before. The total enrolment—not including those who have been here less than a month—is the greatest yet reached: the average attendance has been better, and the number dropped as unsatisfactory, much less. Beginning with an enrolment of 176 in October, the gain has been steady, except for one or two months. This is desirable, not so much in point of numbers—but because this year there has been less fluctuating, and consequently better results.

Although admission cards were not sent to as many as in some previous years, a greater number of those who came, were able to stay. For the last two years the number of those who came, compared with the number of cards sent, has been about the same—fifty per cent. The year before it was sixty per cent. This shows that a large allowance must be made in issuing admission cards. A very much closer estimate may be relied upon for the girls than for the

boys.

The School this year has certainly proved the wisdom of requiring application papers for the new students. Greater care than ever before was exercised last summer in the selection of candidates from these papers, and the result has fully compensated for the additional

trouble. One proof of this is shown by the fact that only six pupils, two boys and four girls, were dropped during the probation period, in which the candidate must prove satisfactory from the mental, moral and industrial stand-points. The decrease in the number of those sent away during the year for discipline, has been equally

gratifying.

For a number of years past, there has been much difficulty in securing strong, able-bodied young men for the heavier farm and mill work. This is a natural outgrowth of the increasing advantages offered the rising generation, together with the fact that, in most localities, those who contract for a year's work must do so from the first of January, and therefore are not free to come to school in the fall.

Recognizing his state of affairs, a "special class" was formed in October for those who could not pass the entrance examination, but who were desirable from the work standpoint. These pupils are expected to remain in the Preparatory class two years if necessary. At one time, it seemed as though we were in danger of losing the steadier and more mature element which had heretofore come to us through the industrial feature of the School. But by admitting these men as they come to us through the year, and by the formation of the Special Preparatory class the question seems practically solved.

In view of the fact that the Night School is the great feeder of the Day School, the figures showing the classification of those who

are now in this department may be of interest.

The present Senior Class numbers 38. Of these 14 have entered from the Night School; 2 entering direct; 4 after repeating the Middle year and the remaining 8 from the regular course of one year in the Middle Class.

The present Middle Class contains 112 members. Of these 64 entered from the Night School; 6 of this number are repeating the Middle year, 13 repeated the Junior year and the remaining 35 entered direct from the Night School.

The present Junior Class has 169 members, of whom 101 come from the Night School, including 28 who are repeating the Junior

year's studies.

The classification has not been materially changed this year, as we have had one Middle, two Junior, two Intermediate and five Preparatory sections. The plan first tried last year of forming an Intermediate class between the Junior and Preparatory classes worked so well that it was continued this year—only we have had two sections instead of one. The work of this class naturally laps over on that of the Junior, but more especial attention is given to language work and reading than is possible with the classes taking Junior studies.

The aim each year is to do more thorough work than before in the rudimentary branches—and perhaps the hardest thing to be overcome by the Night School teacher is that of making the pupils satisfied in doing just this kind of studying. It is not pleasant to put a student in the Intermediate class who has "been up to Percentage" and studied various other "higher branches;" and yet, when this same individual is uncertain in notation and numeration, and in all probability is not able to address a letter correctly, he cannot be considered a candidate for the Middle, or even for the Junior class.

It seemed to me when conducting the entrance examinations this year, that I could see the results of better methods than were noticeable a few years back. For instance, the number of those who used the old-fashioned "borrowing and paying back" in subtraction was gratifyingly small as compared with those who followed the more recent method. As many of our applicants are sent here by our graduates, we may feel that these teachers are carrying out what they have been taught here.

But few changes have been made in text books: the most important one being in reducing the number, and as far as possible, renting the books instead of selling them to the pupils. The majority of the Night students have no time out of school for study, and such use as they can make of books in school can be more economically done by the present plan. A number of new sets of readers were provided at the beginning of the year: among them, "Seaside and Wayside," "Stories of American Progress," and "Stories of He-

roic Deeds.

Mechanical Drawing, which has been an important feature of. the Night School for the past four years, and which has slowly but surely gained in the consideration of the trade boys, was discontinued the first half of the year because there was no teacher for it. It is now, however, under the joint direction of Mr. Goodridge and Mr. Chas. McDowe'l; the natural division being, that the former takes the boys of the Engineer's department and Huntington Industrial Works, and the latter, those of the Carpenter, Tin and Shoe shops.

In all the classes, the time from 7 to 7:15, has been devoted to writing, each evening except Thursday, when the weekly prayer meeting occupies the first half hour. We have followed a method introduced by Prof. Carroll of New Britain, Connecticut, with satis-

factory results.

Habits and manners have received considerable attention. text book, written especially for Hampton students, seems to meet their wants admirably. It has been used partly as a reader and partly

as the basis for conversational and language lessons.

Up to Jan. 1st. company drill in the Gymnasium, on Saturday nights has the right of way. This, with Temperance meetings and occasionally some other entertainment, has filled the one leisure night of the week. The social side of the Night School, however, is so closely connected with that of the School in general that I would refer to the special report on this subject.

The branch of the Night School at Hemenway Farm has been taught by a member of the Middle Class, who is taking his year of teaching before completing his course. Owing to the difficulty already referred to of finding able bodied men for the heavy work required. the force at Hemenway Farm was decidedly crippled at first. number has gradually increased during the year, so that now they

have the usual complement--9 boys and 2 girls.

As the Night School continues until Sept. 1st, and as most of the examinations do not take place until that time, it is somewhat presuming to pass judgment on the scholarship of those who will enter the day school, next fall. The work of the year, however, has run very smoothly; the spirit and morale of the pupils as a whole, has been excellent and marked by an earnestness that is propitious

As so much remains to be done during the summer term, making this time fully as important as the preceding part of the year, the effort has been to secure experienced teachers for the summer school. More applications have been received than could be accepted, probably because those who have made the experiment seem to have enjoyed the work and change from their Northern schools and can therefore recommend it to others.

As usual, in reviewing the year's work, the involuntary wish is that we had more time that we might do more thorough work. The consequent discouragement is twofold, because the pupils themselves do not appreciate the wisdom of making haste slowly; and yet, this is not quite so much of a mountain as heretofore, and must naturally be considered as part of the education we are trying to give these students. It should not be considered of sufficient weight to discourage us, nor should we at all relax our efforts to give the most and the best that is possible to those who are striving so earnestly to obtain the education that Hampton offers.

While we are keenly alive to the obstacles which are constantly presenting themselves, we have much to offset them. The wonder -to those unaccustomed to the work-is expressed by the ever-recurring question "how can your pupils work all day and study at night?"

When we consider that this double barrelled energy is exerted eleven months out of twelve and the work continued the remaining month; and when as with the trade boys, it means three or four years of this all-work regime--it is somewhat remarkable. Some fall by the way, it is true, but any one who has been long enough in the School understands that the explanation of this seeming paradox lies in the earnestness and determination of these young people, who are so anxious, as they often express it, to make men and women of themselves. The bodily fatigue in most cases does not seriously effect their ability to study-probably because one is mental and the other other physical—and the cases of sleepiness and inattention are the exception.

The failures are discouraging, but no more so perhaps than in any other kindred work, and certainly a review of the past has much

in it that is bright and hopeful for the future.

Anna G. Baldwin, In charge.

## Whittier School

For the first six months when the school was free, we enrolled 320 children. This included the fifty at the Stone Building and forty at

the Schultz School, "Slabtown.

When the pay school began the first of April, and it became a matter of ten cents a week, our numbers fell to 230. When the weather becomes warm, and green peas and strawberries are ripe, the school will become entirely industrial and adjourn to the fields; for even five years old children can fill their hats with peas and help to fill up the barrel.

I think the children have never tried harder nor done better than they have this year. Many who have seemed almost hopeless, who . have either been suspende i or dropped off after a few weeks in school,

have kept on this year, surprising both teachers and parents. No matter how bad they are, they are seldom denied the chance of trying it

again in the fall.

Each year convinces me more and more that the greater part of our work for these children must be done while they are at the Whittier. Comparatively few of them will ever enter the Normal. Unless they are very bright and show promise of making teachers, I should not recommend it. They should also be well enough off to enter the Normal School as boarders. They can not keep up with their classes unless they have the advantage of the regular study hours. There is nothing intellectual to be gotten from their homes. As a rule the children know more than their parents.

One of our Normal girls who has been a boarder for the first time this year, testifies that she would give more for her one year as a boarder in the Normal School than she would for three years of her school life elsewhere. She fully appreciates the influences and advan-

tages which have surrounded her all through this year.

The majority of the Whittier children must leave school at fourteen or sixteen; Their parents can keep them in school no longer and they must go to work. In this time they have learned to read and write, they can write a good letter, know Arithmetic through. decimals and have a general knowledge of geography. I should feel, comparatively sure of them if I felt that there was some good work for them to do when they leave school.

I think there would be no difficulty in finding good places for girls if they were trained. Many people around here, as well as those North, would be glad to take them as to character and skill in housework.

For this we need a domestic science room fitted up for housework, cooking and sewing. To attend to this work there should be a regular industrial teacher who could give her time to training the girls in housework, cooking and sewing. With such a teacher and outfit, we might extend the advantages to the mothers of the neighborhood, many of whom do not know how to sew nor how to keep house in the most economical and best manner.

My own little kitchen garden class has been kept up as asual. The children have been me quite expert in waiting upon door and table,

have learned to make up beds and put a room in order.

Miss Park reports favorably upon the children who come to her

twice a week for carpentering work in the Technical Shop,

We have been very fortunate this year, and acknowledge gratefully Mr. and Mrs. J. B. Wheeler's gift to the school of a very valuable library and fine piato.

We also prize highly Gen. Marshall's gift of an orchestrone which

is a constant source of wonder and delight to the children.

Through the kind interest of Mr. Ellsworth, we have been receiving from the cuildren of the Yonkers Presbyterian church, bundles of

magazines and children's papers.

We have had a great disappointment. The children were greatly excited over the news of a visit from Mr. and Mrs. McWilliams. They came to school with shining faces and clean white aprons expecting a great treat only to hear that their friends were detained by sickness and that the visit must again be put off. Mr. and Mrs. McWilliams had remembered them all at Christmas and each child was made happy by "A sure enough box of candy."

### NORMAL WORK.

Turning the Whittier into a training school has been a success. It has given the Seniors a chance to observe and teach in a graded school, the work ranging from first year primary, through Junior Class work.

The Middle Class began in February. Each section has spent one

morning at the Whittier observing.

Results have proved the value of being able to base work in meth-

ods upon observation of practical work done in the school room.

I hope another year the completion of the Natural Science Building will make it possible for us to have an extra room connected with the Training School room in the Stone Building, where the classes in Practice Teaching may have their work methods illustrated at any time by work done with the children.

The plan of work with both Senior and Middle Classes has been

similar to that of other years.

The Seniors have returned to us after their five or six months of teaching in the schools of Virginia. They have been able to compare their work with that done for the Whittier children. They have taught in the different rooms under a critic teacher.

I think they have done as well as could be expected, considering

the limited time allowed them for practice in teaching.

The Middlers will leave us at the close of the term to take their term of five or six months experience in the schools of the State, before returning to us for their Senior year. They will have had about four months of methods before they leave; when they return to us as Seniors, their work in methods will continue and they will begin teaching in the Whittier School.

E. HYDE, In charge

### Review of Academic Work.

The objective point of the year in Academic work, has been to emphasize and develop the idea of normal training in every department and grade. In every week's teachers' meeting, this point has been urged by the Principal and reported upon by the teachers, who have also discussed it in their special department meetings, interchanging ideas and methods. As the year has gone on, the progress in this direction has been more and more apparent. Pupils have been led to think out good questions as well as good answers. Classes have at times prepared their own examinations, conducted their own recitations, made out illustrative problems for the principles developed, and criticised each other's work. The results of the effort have been most happy, and in the lower grades even surprising, in stimulating interest and thought and improving expression.

The following extracts from the different teachers' notes on the subject, will give an idea of the method in which this has been carried out in detail, and of the general impression and results of the

work.

Normal training is, of course, a central idea of the School; what is new this year is the extent to which it has been worked out. It forms an interesting point of almost every teacher's report, though, naturally, most can be done in the higher grades.

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Of the special Practice Teaching and Normal Science classes for Seniors and Middlers, of which she has charge as usual, Miss Hyde says:

"As far as possible the methods are discovered by the students. They see lessons given and trace out the methods for themselves afterwards. The result of this observation is written out by them in their topic books.

The students themselves are called upon to teach, and are encouraged to vary their teaching as much as possible. Considerable time is spent in supposing ourselves in the schools of Virginia, in just the circumstances in which they will find themselves when they go out to teach.

They have constant drill in making out and asking questions, and

in making out topics for letter writing and composition.

The Middlers show the result of the attention paid to normal work by the other teachers. They show more skill in asking questions, they criticise more intelligently and are more interested in looking at things from a teacher's standpoint.

The Seniors have practiced their teaching at the Whittier this term; an improvement upon sending them to the Stone Building

only.

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The Geography, History and Reading classes, demanding and exercising expression, are a very good field for normal work, and all their teachers have something of it to report.

One reporting on all those studies, Senior and Middle grades, says: "I have tried various plans in this work. Sometimes a student is asked to prepare himself to develop and teach a certain topic. at the best, has been slow and routine. That is, the students have followed a certain model without variation. Give another model and they follow that. I have not observed great originality of method. On the other hand, I have noticed considerable power of thought. And recently, we have had what we have called thought questions;' after this manner. Each day, a certain number of students is notified to prepare a thought question for the following day. That is, no question is accepted which does not require thought from the one who answers. For instance, 'Who was Constantine?' is rejected, but, 'How do you account for the extraordinarily rapid rise of the Saracens from obscurity? or Which do you consider to have been most ahead of his age or time, Mohammed or Charlemagne? Whose influence was most beneficent? Most enduring? Show it,' would be accepted. So in Physical Geography: 'What is a wave?' would not be accepted; but. 'How do you account for the fact that the Gulf Stream keeps its heat clear across the Atlantic?' or 'What reason do you assign for the fact that the return of the tide down the Amazon is so much slower than its rush up the river?' would be accepted. In the reading classes, a line or paragraph is sometimes assigned to several members of a class for the preparation of a literary and elocutionary analysis. The pupil works it up and is then able to draw the meaning from the class. To illustrate: the paragraph from Gray's Elegy would be treated somewhat after this manner. Indeed this question and the foregoing were actually asked in the class-room.

Some village Hampden, that with dauntless breast.
The little tyrant of his fields withstood,
Some mute, inglorious Milton here may rest,
Some Cromwell, guiltless of his country's blood.

Here we must hear about Hampden; who he was, what he did; what the relation between him and the "little tyrant of his fields." And so with Cromwell, who "waded through slaughter to a throne," and the meaning of the "mute, inglorious Milton." After this, the manner of reading it is briefly discussed and it is then rendered in all that glow of light on its meaning and music.

Three things I have especially striven for, of late: thought, rapidity, originality. I have found more of the former, as I said at first. The exercises have been greatly enjoyed."

Another history and geography teacher "Sometimes requires" pupils to prepare a set of examination questions, and conduct the review. Another "generally prefers oral to written questions from pupils, especially in history, as more stimulating to thought, attention and memory and more apt to be original." She thinks 'perhaps the brightest teaching has been done by pupils in the Middle Class, but the Juniors have excelled in earnestness and persistency: even in a low section, the progress has been wonderful." She "believes in beginning the normal work as soon as a student has any idea how to ask a simple question." Responsibility brings them up to the mark."

Other new points in the geography department are thus noted

Other new points in the geography department are thus noted by another teacher:

"The change in the geograp'ry methods adopted this year—i. e. teaching the general features of the continents without any great detail, from written topics which are first developed in the class-room—using the text book for reference only, and using relief maps of putty or sand for teaching the salient points of surface and climate—has certainly resulted in great good to the classes. At first they grumbled because there was no definite text book lesson, but now they are delighted at finding out that they can infer for themselves the main points about climate and products of a country—and hence about its commerce and occupations.

"They have also used cyclopaedias and reference books more than ever, and are learning to express better than ever before the gist of what they have read: I would like to have mentioned the great help which the gifts of Mr. Dixwell and Dodd, Mead & Co., have been in this connection. The study hour teachers say that the books are in use almost all the time.

"In history also, following Prof. Carroll's suggestion, more time has been given to biography and stories illustrating the spirit of the period studied, than before. This has greatly increased the interest in this subject and has also lead to a greater use of reference books. The set of letters supposed to be from Columbus's sailors, would have done credit to any class. It seems to me that this increased use of outside books, and learning to read to a point on a subject, must be of great value to the students."

The normal work has been quite steadily carried on in the Middle classes. The scholars always seem very much interested in the leading of one of their own number—and realize that telling about and knowing a subject does not necessarily mean teaching it. Their 'thought questions' for examination or review are helpful both to themselves and the teachers."

Another says, "In my Junior Geography work, I have been especially pleased with the marked improvement they have shown in power to glean interesting information from masses of details in the cyclopaedias. The 'conversation lessons' on the natural scenery, productions, and prop'e of different lands have been very creditable. No normal work has been attempted with them, unless you might consider the map-drawing on the board and the work with the molding-sand a little preparation for teaching."

A history teacher says: "I often request them to write five

good questions each, and call on each other to answer them."

A teacher of Physical geography reports that each subject has been carefully illustrated in her classes; "1st, by drawings by teacher and pupils, as of artesian wells, coral islands etc.; 2d, by facts of daily experience: as tides, sand bars, soil etc.; 3d, by experiments; 'construction of barometer, syphon etc.; 4th, by specimens; minerals etc.'

The head of the geography department notes the fact that "considera le apparatus, in the line of charts, raised maps in putty etc.," has been added, and last but not least, 'Yaggy's Geography Study,' a most comprehensive and ingenious compound chart. She says also that "This year, the plan of studying the continents in outline in the Junior class, and leaving details to the second year, was tried, in order, if possible, to combine physical and descriptive geography in one class. Appleton's Higher Geography has been used as a book of reference. The classes have not been able to cover quite all the ground that was hoped, but the change has been satisfactory on the whole."

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As might perhaps be expected, in the department of arithmetic, normal work is found more difficult and more of an impediment to the special work in hand, which is enough itself to tax time and

strength.

Indeed, the Senior arithmetic teacher reports no practiceteaching at all, but says "I have tried to make the students think independently and draw conclusions from what they learn. I have also given them a great deal of practical illustration, and business arithmetic, requiring them constantly to draw diagrams where possible, as in estimating measurements etc." It is her impression that the falling tehind sometimes remarked upon, of our classes, of late years, is "really only a result of our own raised standards as to accuracy and thoroughness."

A teacher of Middle and Junior arithmetic says. "Occasionally I have done a little normal work. There is not time for it. Should the course be extended to four years, much more could be brought in." She notes increased earnestness. Another has more success to report. She says, "In my Middle arithmetic, members of the class have taught the lesson, critics have been appointed, especially to find points for approval; and have made original problems, the best

of which have been selected for working

A teacher of mental arithmetic (middle grade) reports, "My pupils often make up examples to give their fellow students. They are all interested in the normal side of the lessons and I am sure are benefited by what questioning thev do.'

### NORMAL WORK IN THE NIGHT SCHOOL.

A teacher reports as follows on the Junior class in the Night School, which does the same work as the Junior grade in the day classes, only more slowly. She says that in this class she has "taught fractions by means of disks of card board, which have been very helpful. The disks are cut into the various fractions desired, handled by the class, added, subtracted and multiplied, and drawings of each made by the pupils; the design being to have them comprehend that fractions are real things, not mere figures. manual and mental work is completed by board work, so that they may accurately express by figures the work done in the concrete with the cards." She adds "The limited time given to the various subjects, combined with the small amount of previous drill in earlier years, makes it difficult to accomplish much normal work.'

Another says, "In my arithmetic classes in the Night School, I very frequently give an abstract example and require the pupils to

write a practical example from the abstract one.'

A teacher of the lowest preparatory class in the Night School gives this encouraging report: "In arithmetic, I find the scholars very bright and quick, in seeing mistakes made by each other. They seem to feel so much responsibility in looking over the examples of another that it seems to teach them quite as much as to perform their own."

In the Natural Science classes, normal work comes in very effectively in all grades.

The teacher of the Junior class in Natural History, (day classes) reports of all four sections, that it is her "custom after finishing a subject to require the students to bring in, each, a certain number of questions upon it and examine each other in turn, each who answers asking the next question." She has found much profit, in increased

interest and application, from this custom

The teacher of Physio'ogy (middle grade, day class) says. "I have endeavored constantly to keep before the pupils the practical subjects which they must teach another year, and we discuss the problems which must come to them. We have made out a cheap, hygienic bill of fare for breakfast, dinner and tea. I have given a 'talk to children' on food and drink, using very simple experiments. Many of the class have made drawings to illustrate various subjects which we have taken up. They have nearly always conducted the review lessons, and have done very well.'

Of the Senior class in Natural Philosophy, their teacher says,

"The class has accomplished about the same work as last year, except that the library work has been more satisfactory, quotations from different authors having been given on every subject. The class has shown much interest in the lives of scientific men, and the new reference books in the study hours have been of great assistance. In the line of normal work—students have been called upon very often to perform and explain experiments before the class, taking the place of the teacher for the time being. They have conducted reviews by preparing and asking their own questions."

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In the abstract sciences of Political Economy and Civil Government, it is naturally more difficult to do more than enforce the subject of the lesson. Their teacher says: "In my Senior classes, I have made some attempt at having lessons taught by individual students, but the subject matter is so hard that I have not found these attempts very successful. In asking questions under my guidance, and in contests where one side asks questions for the other side to answer, they have done better. In Civil Government, we had an election for President, Vice-President and Governor, with 'polling places,' and canvassing boards, showing the whole process of counting the votes. The class was very much interested in civil government; more I think than in economics."

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The most natural field for normal work, is, perhaps, the classes in English language and literature, and here much of it has been done.

Of the grammar classes, the teacher in charge reports:

"In the Junior grade, much more language work has been done than in any previous years, while accomplishing as much technical grammar. Drill in letter forms, punctuation, etc., has been more systematic and constant.

Most of the Juniors come up from the Night School and the fruit

of the language training there is very evident.

Normal work has been introduced in the Middle grade, one month having been devoted to it. Dictation exercises have been conducted by pupils and they have drill in methods. Sometimes each student has written out a supposed dialogue between teacher and pupil, developing a subject to be taught. They have been taught to prepare sets of questions on pictures, historical events, etc., arranged in logical order so as to draw from their pupils a connected description or story. Now the members of the class, instead of the teacher, question a pupil who has made an error in analysis, till he sees his mistake. Most of the students have taken much interest in the work and have improved much, and gained in self possession."

Another teacher of Middle grammar classes makes a similar report of drill and normal work, and adds an interesting point. She says: "I have been better satisfied with the teaching done by the lowest section than with that of the highest. I think the reason is, that the members of the highest section have been more interested in taking up new and difficult work than in learning how to teach simple subjects. Some very poor scholars have shown a clearness and thoroughness in developing a subject and drilling it, which have

surprised me."

The review and normal drill in grammar usually given the Senior class during the Teacher's Institute, in preparation for their work as teachers, has been given this year before Anniversary. The teacher remarks of them; "The majority of the Senior class had a few pupils in grammar during their year out. Most of them taught the parts of

speech. I hope the work I have had time to do, will give them a few ideas about teaching grammar, which they say is the most trouble-some subject they have to deal with."

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For study of Literature, the two sections of the Senior class have seemed more evenly graded than sometimes, and have gone over about the same ground, taking a bird's eye view of the history of English and American literature, with as much reading and study of the works of different authors as possible in the time. As heretofore, the Senior reading classes have worked harmoniously and effectively in this line, with the literature class. But for this, much less could be accomplished. With one more year for it, much more could be.

A great help in the literature class has been the "Kate Sanborn Round Table Charts," abbreviated to half the number of hers, and adapted to the division of periods in "Esther J. Trimble's Manual," which, in clearness and otherwise, seems best suited to our needs for a text book. The charts have been—with help—prepared and drawn upon the blackboard and in note books, by the students themselves. Remaining on the board, they are a constant aid to memory and

comprehension.

More normal work than ever has been done in the class this year. In fact, almost every recitation is conducted more or less—sometimes entirely—by the students themselves, questioning each other in turn; a good question credited like a good answer, and a correct answer entitling to the next question. The questions have been criticised by the class, and exercise given in questions to show mistakes, questions to draw out special points without giving them away, and questions to bring out the suggestions of the lesson, thought and judgment, etc. Sometimes written questions have been brought in for review, and occasionally one student has taken the class. At the suggestion of the Principal, questions for the next day have sometimes been written on the board. All these devices have been found interesting and profitable, and the improvement in thought and expression has more than made up for time taken by the Normal method.

The Normal work of this year has, as has been said, extended through all the departments of the School. Its success in even the lowest preparatory divisions of the Night School has been noted. Even more surprising has been the success of

#### NORMAL WORK IN THE INDIAN CLASSES.

A geography teacher says: "As soon as I saw how much they needed to understand the meaning of the words in their lessons, to get any knowledge of geographical facts, I required questions to be written, feeling sure that if they asked correct questions, they would have a good idea of what the answer should be. I have used the same method in other schools, but never with better success than in this" Another geography teacher (higher grade) says: "Twenty minutes of one recitation in the week have been given to review work conducted by a pupil, who has had a day's notice of the work expected."

Even in the Indian arithmetic classes, the normal idea has been profitably acted upon. "In one arithmetic class, part of the recitation has been conducted," says a teacher, "by a student who has taken my place, asked questions and called for the answers."

"Examples have been made by teachers and pupils from familiar objects and their own drawings: e.g. 'If Gen. Armstrong sent six boys this fall—in each year he send six boys always, in seven years how many did he send off?' 'Mary had 75 cts., but she lost 25 cts.—

How many she got left?"

Another teacher says, "I frequently give a number and let the pupil supply the words: e.g. 'Use 1/2 in an example.' 'I had a dollar and spent 1/2 of it for a silk handerchiet, I spent 50 cts.'"

In one Indian Language class, of medium grade, in which the commoner inflections of verbs are taught in language lessons, there has been marked increase of attention and progress since the pupils have begun to ask questions (the form of them given by the teacher) and call on each other to recite.

Another teacher has "given object lessons on different substances, to develop words expressing qualities. Sentences are constructed from words given, and pictures or actions described." Another testifies, "In my language classes, the questions I have required from the class on or from pictures, have been very helpful. Several have said, 'It is much harder to ask questions than to write a story."

### SUMMARY OF POINTS MADE.

Reviewing the above reports of Academic work, their chief points seem to be:

A tendency to harmony of action and unity of method in the de-

partments of the School;

A decided growth towards accuracy and thoroughness and in practical work;

A new extension of normal training in and to all departments. One, at least, remarks a "continued falling below the standard in the amount of work accomplished in arithmetic." Another believes this accounted for by the increased accuracy and thoroughness in the teaching above noted.

Some express the wish, perhaps common to all teachers, that it might be practicable to extend the length of the course, to give more

time for the studies it already includes.

Some find difficulty in introducing the normal training into the lower classes; others in using it in the higher ones. The obstacles in the former case are apparent. Those in the latter seem to be partly the students' natural ambition to study new subjects rather than to drill for teaching, partly the greater difficulty of the Senior studies; but also partly, perhaps, the lack of early drill and the consequent formation of other habits of thought and expression. At any rate, it will be interesting to notice how the work now done with the lower grades will tell on future Senior classes.

The results thus far make all glad to work together in this direction.

HELEN W. LUDLOW, Teacher.

#### Social Life.

The social education of the six hundred students in this great educational school, is a matter of nearly as much importance as their intellectual and moral development. For, as leaders of their people, they must necessarily set the fashions in regard to social usages; in this respect, as in many others, wielding a far wider influence than white students who are graduated from schools and colleges. This fact has been more generally recognized by the officers and teachers of the School during the pist two years than ever before. More definite and regular instruction has been given in regard to social requirements, and the effect of these lessons has been very noticeable in the ease of manner and evident knowledge of social rules which

have characterized most of the students at social gatherings.

This year a committee of teachers has been appointed, whose duty it is to make plans for the general social gatherings, but particularly for the promotion of social life among the girls. That they may learn how to provide for the entertainment of others, it is proposed to have the girls appoint their own committees and themselves invite their guests. They will then feel responsible for the success of the entertainment. There has so far been time for only one such gathering, which was held in Virginia Hall, the Senior and Middle girls appointing the committee and seeing that every Junior girl was invited. This was done by classes in the hope of encouraging class feeling rather than pride in one's own particular section, which is growing rather strong. Old-fash oned, inexpensive games were played, such as, "Twirl the Platter," "Magic Whistle," and the like, in order that the girls might learn how to entertain each other without the aid of money. The social evening was voted a success, and the plan will no doubt be retained.

The girls' parlor has this year been made more cozy and comfortable by the addition of inexpensive but heavy portieres which shut out the cold drafts of the corridors, and when the grate fires are lighted at either end, the girls find the room a very delightful place in which to visit. One of the meetings of the "Y." their own particular temperance society, was held here. They brought their fancy work, and after the literary exercises, spent the rest of the evening playing

games. This combination was much enjoyed.

There have been this year several small sewing and reading circles, the girls sewing, a teacher reading. Just before Christmas some of these circles met to make candy bags for the Christmas tree of the "Slabtown" Sunday School. The five little girls of the school had a happy time working on undergarments for the poor, while they listened to the beautiful story of "Little Lord Fauntleroy." It is hard to say which they enjoyed more, the story or the pleasure of driving out into the country in "the big wagon" to give away the garments they had made.

The girls not being allowed to go off the grounds alone, enjoy occasional walks with their teachers on Sundays, when there is

chance for better acquaintance on both sides.

There is little opportunity here for the "spreads," which are considered indispensable at boarding school. The days are too full, and the pocket-books too empty for such pleasures. Still there is an occasional candy-pull or a very simple supper which adds to the pleasure of some unoccupied Saturday evening.

Croquet on the lawn and roller-skating in the gymnasium are

unfailing sources of enjoyment.

A new centre has been provided this year for the social 1 fe of the boys. Under the auspices of the Temperance Society, a Holly Tree Inn has been established, which has a well deserved popularity. One of the boys, on being remonstrated with for buying so many suppers at the "Holly Tree," replied, "But everything is so good and so cheap and so clean up there." The bright cheery room with its open fire, its papers and its games, to say nothing of its appetizing meals, is a strong magnet serving to keep the boys at home, and away from the low groceries of the town. No doubt the fact that the Inn is their own exclusive resort, adds to its attractiveness.

The debating societies have suffered somewhat from this counter attraction; but as the Negro is never happier than when debating either in public or in private, these societies will always be a feature, and a helpful one, in the boys' social life. Once or twice a year some illustration is given of the methods of doing business in the legislative or judicial department of our government. This year a mock trial, very ably conducted, was given on Washington's Birthday by

members of the debating societies.

Outdoor games, base-ball, foot-ball and croquet occupy all of their little spare time, except what is spent in playing checkers in the sitting rooms of the cottages, or in the hospital with some friend who is disabled for more active games. In fact, this last game has been so much the fashion during the past winter that when the touch of some magic wand transformed the well-thumbed wooden men into active girls and boys, dressed in gay uniforms, who stood on a huge checker-board on the floor of the gymnasium, the game between an Indian and a colored boy was watched by the assembled multitude with the most absorbed interest.

These general social gatherings in the gymnasium give the students their rare opportunities of spending an evening in each other's company. There is a reception committee of girls who receive, with friendly courtesy, the guesis brought to them by the student ushers. There has been this year much more movement on the floor of the gymnasium and less sitting in corners with particular friends, also more general attention on the part of the boys which has added greatly to the pleasure of the company. Various plans have been adopted for entertainment at these times. A visitor was surprised one evening on entering the room to find many couples sitting down, the boy carefully and painfully hemming an apron, the maiden watching him with much curiosity and smiling interest. On inquiry he found that the boy had bought the apron, together with the privilege of playing escort to its owner, for the small sum of five cents, and that he had then sat down to sew the basted hem, hoping to be the successful competitor for the first prize for the best sewing. This novel arrangement provided plenty of amusement and a neat little sum for the poor of the neighborhood. On other evenings games and observation tables have been provided, while the "cake-walk" has remained popular.

Visitors to the School are sometimes interested to know how much freedom the boys and girls are allowed in their intercourse with one another. They see them together in the dining room, class

room, reading room, and in some work rooms, and ask whether the results are good. While it is true that there are few rules, it does not seem necessary to have more. The boys are not allowed to call upon the girls without permission of the Lady Principal, or to accompany them to the temperance meeting without similar permission, while those girls who have been here Itss than a year are allowed to go only under the escort of a teacher. While there are many touches of human nature, as when a rainy day is welcomed by the boys for the privilege it gives them of escorting the girls to or from school, it remains true that the amount of freedom allowed is beneficial rather than otherwise, having a perceptible effect on the manners of the boys and on the dignity and modesty of the girls. It also teaches both lessons of propriety in regard to their relations to each other, that many would not otherwise be likely to learn.

There are regular class-meetings of a semi-literary character where boys and girls meet as classmates, and once during the year entertainments are given by the upper classes, prepared by the students themselves. There have been also this year other entertainments in which students of both sexes have taken part with credit to them-

selves and pleasure to their audiences.

On Friday afternoons, the girls enjoy the battalion drill by the boys on the lawn in front of Virginia Hall. Though this is not considered exactly entertaining by the participants, it is very much so to the girls, and as it is sometimes followed by a band concert, the after-

noon is a most enjoyable one.

In most of the amusements already mentioned the teachers and officers of the School mingle with the students, glad to do everything possible to add to their pleasure, and to aid in their social development. It has become customary for girls and teachers to receive the boys on New Year's Day at the different houses on the place. Many enjoy the pleasant custom and it has at least the advantage of bringing about a more general acquaintance among the members of the School. Occasionally during the year, classes and sections, including both boys and girls, are entertained with mutual pleasure in the ladies' private parlors, or in those of the Principal or Chaplain. These gatherings give the students a glimpse of home-life which they can get in no other way; and which is most helpful in its refining influence. Many at such times appear so well as to call forth expressions of pleased surprise from strangers, and the oldest classes particularly, show the effect of their longer residence here.

After all, the most important factor in the education of these races, is the personal contact with o'der, more experienced people, farther along than they in the march of civilization. While the size of the School necessarily diminishes the opportunities for individual influence, such as there are, are gladly embraced by officers and teachers. Many a graduate remembers with gratitude some Hampton friend whose word in season, or expression of friendly interest has been the turning point in his life. The following expression of such gratitude, taken from a letter of a graduate of five year's standing, will illustrate this fact. "Your advice, instruction and manifestation of friendly interest, must follow me through life, and I trust you may always be proud of the pupil who owes most of his training to you." Sabbath School teachers have better opportunities than others for

knowing and influencing their pupils, but every Hampton student may feel srue of ready sympathy and interest from any officer of the School, and anything that will increase the opportunities for showing such interest will be heartily welcomed by all.

J. E. DAVIS, Teacher.

# Social Life of the Indians.

"Home makes the man." How can we make a home in a school of 600 pupils? By dividing the six hundred into many small groups, and surrounding each with as much home influence as possible. A few details will show how much of home life our Indians have in their three or four years experience of Hampton. The boys have three pleasant sitting rooms always open for them; their assembly room. large, sunny and warm, with checker board tables, games, daily and weekly papers, magazines and a small library of books, a comfortable large for the weary or sleepy. Opening from this, is another room, naller, but quite as bright, with open fire, books and plants and pictures, some big rocking chairs and another well used lounge. This room belongs to the lady who may be "house-mother," and is meant to be the living room, the center of the home. The recent enlargement and arrangement of these rooms has given a oneness to this family life which it had not before. It has broken down the old tribal feeling and brought together as close friends, Omahas, Sioux, Territory boys and Oneidas. This is a very important point, for tribal distinctions must be destroyed before the Indians become, in full fact and reality, American citizens.

In these rooms the boys meet in the leisure half hours which come in their busy life. Beside the hour between drill and supper, the boys of the Indian or lower classes have until 8.35 in the morning and from 8.30 to 9 in the evening, to use as they please. The Normal boys are busy in study hour at this time. Boys are wonderfully alike, whether red or white, and this Wigwam family of eighty boys spends their precious minutes, much as so many white boys would. When the weather is "real Hampton weather." they are on the ball ground and the croquet ground. A few devoted checker players prefer in-doors to out, and this year chess has held under its thrall several of the older boys. A quartette of Omaha, Sioux and Onondaga practice college songs together. The Wigwam Band of eight pieces may spend its half hour in the attic, a good room for practice. The boys all the wigwam, as it should have in every well ordered family. An organ, two violins and a fife add to the material equipment of the musicians.

The base ball clubs, three in number, which have been organized

within the last two years, have a strong hold on the boys.

They do an immense amount of good in providing a healthy outlet for animal spirits and in meeting that natural orderly desire for amusement, which is born in us. The "First Nine," though having very little time for practice, have done bravely in some outside match games, and though the more practised white man sometimes win, the defeated side realizes the full benefit of the game in strengthened muscles and healthy exercise, as well as those who win.

To be cheerful under apparent defeat, on the play ground, in the class room, is a lesson that can be learned if it is understood that it is the exercise of our powers that is the substance of what we are doing."

The organization of this family is of interest, for on that depends the well being of every member.

There are two janitors who, beside taking care of the building are responsible for the quiet at night and the order of the rooms. A senior Captain, "in charge," has the general oversight and responsibility of all the boys. The work of these three boys this year has been remarkably good. They have developed under the responsibility and have shown a wisdom and kindness in their treatment of the boys that has done much toward the good morale noticeable in the Wigwam.

Through these boys, the inner working of the complex group is known to the teacher: she is able to know personally the characteristics of each boy, to strengthen him against his special terminion, to note a despondent face, to watch carefully the effect octain work and study, and so be able to advise any needed change or, as often, a needed perseverance. A boy with strong social instincts, which are his temptation, is interested in music. Put him with a steady, moral, musical room mate, and in all probability he will make a man of himself. Another boy, a bright student, but who cannot get interested in general reading, is put in the printing office. He gets there just what he needs. Any beginning of friction is surely noticed by some of the care takers, and a word in time straightens things out.

Our man boys have much inherited manliness, and based on this much courtesy and politeness toward each other, and unfailing thoughtfulness and courtesy toward their house-mother. Many of them have had no home training, so this is not surface polish and therefore means much.

Our constant effort is to test with responsibility just as far as is safe, and every year shows more plainly the wisdom of the plan.

On the other hand one must carefully watch, lest conceit and self-righteousness be developed by leading boys to think they are ready to save others when they have barely seen the first glimmer of light themselves.

An Indian Council of five, elected by the boys themselves, does excellently in investigating cases and recommending punishment for offences against school rules.

Three times a day at table, the boys meet the girls, and in the class they work together. Two Saturday evenings in the month are spent together at Winona, either in games and the never failing march, or in a literary and musical entertainment. The band adds much to the pleasure of these evenings. On public holidays the Indians attend the School socials in the Gymnasium and they have an annual picnic of their own.

The home life of the girls is particularly pleasant in Winona. They are constantly under the supervision of the teachers, and rooming in the same building, have the steady help of their personal example and influence. They have many pleasant half hours with their music, fancy work and games.

As far as I can judge, the spirit of the girls has been better than ever this year. I can positively assert that it has been so with the boys: more interest in their studies, a more earnest Christian effort to subdue "the wild beast that is in every man" has made almost a red-letter year of 1888-9.

ANNA H. JOHNSON.

# Missionary Work.

For many years, our students have been accustomed to go out on Sunday to do missionary work among the people near our School. From small beginnings the work has grown, until now we have an organized force of about fifty students who go evey week to engage in Sabbath School and cottage work. Let us follow the little companies which leave the School at different times during the day.

At half past eight in the morning, the large "missionary wagon," drawn by two mules, comes to Virginia Hall. Soon it starts off with several girls and boys and two teachers. They have a long ride across the level country to Buckroe, and a very delightful one it is in pleasant weather: but a true missionary spirit is needed when the wind is sharp and cold, or when heavy rains have made the roads almost im-

passable.

The scholars have assembled in the little building when the wagon arrives. The Superintendent is a man who lives near the school, but all of the teachers are our students. One of our girls plays the organ and leads the singing. A most interesting school this seems to me. The eager way the scholars listened to the words of a visitor from our School touched me, and impressed me so that I cannot forget it.

While the wagon is on its way to Buckroe, other students are going across the creek. They walk about half a mile, after leaving their boats, to a tiny building in the woods. As soon as they appear, the bell is rung, and soon the school assembles. The Superintendent is one of our teachers, and all the teachers are our students. It

is a well-conducted school, and a very pleasant one to visit.

After dinner the "missionary wagon" again comes to Virginia Hall. This time it carries a company to the "Slabtown" school house, which was built three years ago by Mr. Schultz of New York. The school was formerly held in one of the little cabins; now it numbers over one hundred. The room has been crowded all winter, and we have felt lately that we could not ask any more to come, since there was really no place for them. A bell is a necessity, for most of the people have no clocks, and they wait until they see the wagon before starting for Sunday School. It we have occasion to go by a different road, our scholars are very late. If we could have a more commodious building, a bell, and perhaps a small organ, I am sure we could have a still larger school.

The three schools which I have mentioned we are particularly interested in, since we furnish all the teachers, but our students have

classes in five other schools near here.

There are two training classes in our own Sunday School, and all the teachers for the out side schools come from them. Each Sunday the lesson is taken up which will be taught in the different schools the next. Between three and four hundred children are under the direct influence of these teachers week after week.

But other work, no less important, is going on through the day. After dinner a boat again leaves our wharf, and goes far up the creek to the poor house. I suppose that nothing that is done is more appreciated than the work for people there. Some of them are always down at the boat landing when the boys arrive, the others are seated around waiting for them.

"I loves you all," one old woman exclaimed as I spoke to her, "and I loves to see the boat a comin."

They beg the boys to come twice on Sunday, but that is quite impossible. Very eagerly they look forward to these Sunday services, perhaps the only sun-shining spots in their darkened lives.

Both morning and afternoon, boys go to the cabins of those who are too old and feeble to attend church. The Indian boys take hold of this good work most heartily. One said slowly, after leaving one of the most uncomfortable cabins, 'I never think my house cold again.'

I wish that all friends of the School could go with our boys to those poor houses, and could listen to their reading and to their earnest prayers, and see the happiness and cheer they bring to the old men and women who have not been able for many months to go to church, and who have no one to read them the words they so love to hear.

Never do the precious promises seem more real than when I hear them read to those whose lives have been one long struggle, who have perhaps not sufficient food and fuel for a single day, but who respond with an earnest "Amen," or "Dat's so," as the boys read, "I will not leave you comfortless."

A woman whose family two of the boys visited through one winter, when her daughter was ill, and when times were very hard, tells us over and over again of her gratitude to them. She firmly believes that it was in answer to their prayers that her daughter was restored to health. "When I get to Glory," she said to me one day, "I'll go straight to the throne and ask the Lord to look with special favor on these two young men."

The inmates of the jail are not forgotten. One of the teachers and three Indian boys go there every Sunday morning to hold a

service.

As five of our best singers sang to the old people in one of the little cabins near us, and I saw the pleasure they were giving. I hoped they might go with the ministry of song into many homes during the coming months. "I will walk through the valley in peace," they sang, and Aunt Nancy with her quavering voice, joins in singing the words to her so familiar.

During the Christmas week the students do more for others than at any other time, for in the little school houses there are Christmas trees which they decorate, with gifts sent by Northern friends. Then there are Christmas dinners to be distributed, and since the poor people far out in the country must be remembered, many hours are spent in going from place to place.

This year the younger girls of our School spent their recreation evenings, for some weeks before Christmas, in making warm garments for the children in three or four of the poorest families, and on

Christmas morning, the big wagon took them to these houses, where many hearts were made glad by the gifts of clothing and gaily dressed dolls.

We are sure that this work has brightened many homes, and that through it many lives have been made better; but infinitely more good than they give is received by those boys and girls who are following in the footsteps of Him who went about doing good and who are learning, week by week, that "it is more blessed to give than to receive."

DORA FREEMAN, Teccher.

#### Review of Industries.

For both races here represented, the ability to work is the condition of self-preservation and advancement. Hence it is, that the industrial training holds such an important position in the curriculum of the School. Nearly two hundred students of both sexes are employed all day in manual labor, learning not only a valuable knowledge of various handicrafts, but earning also subsistence and schooling. In the evening they devote themselves to their books with a patient industry which is both touching and commendable. The members of the Indian School work half the day and go to school the remaining half. The students of the Normal School are not exempt from similar duties. Each has one regular work day in the week, many are busy all during the school holiday, and all have more or less of daily labor which occupies some time out of school hours.

#### THE FARM.

### Mr. A. Howe, Manager.

On the principal that "land is at the basis of all production." we turn first to the use made of ours in the Home and Hemenway Farms.

Of the 150 acres belonging to the Home Farm, 40 are leased to the Soldiers' Home. The rest is under cultivation, yielding two crops annually. Early and late vegetables are raised for the School and Northern markets, corn, oats and hay tor the horses, and fodder corn for ensilage. The crops last year were good, those shipped to the North yielding fair returns. This year about the usual proportion of land has been devoted to vegetables and grains. There are 10 acres of peas, 12 of Irish potatoes, 8 of sweet potatoes, 20 of oats seeded to clover and orchard grass, 10 of fodder corn, 8 of corn, 4 of rye, 4 of cabbage, and onions, 2 in kale and spinach, 2 in asparagus, and the balance in small fruits, vegetables and orchards.

The dairy, which was swept away by pleuro-pneumonia, has been re-stocked. There are now 24 milch cows, bought in this county, which furnish daily about 40 gallons of milk to the School and families on the place. Beside these, 24 have been fed and wintered for beef. Mr. Howe very much desires to "get a pair of thoroughbred Ayrshires and Holsteins, of the best milking family, as a foundation for a good herd of milkers, to show to the students and others the advantage of grades and improved stock, and also to demonstrate which is the

better breed for this locality." for the care of stock, for drivers and milkers, and for general farm work, the services of 11 Night School boys are constantly called into requisition. They are reinforced by an average daily detail of 7 colored and 6 Indian boys from the day school, while 14 Indians work half of each day. Mr. George Davis and Mr. John Evans, both graduates, render valuable assistance, as director of farm work, and manager of the barn, respectively.

The Hemenway Farm, under the direction of Mr. Chas. Vanison, employs 10 boys on the farm, and 2 girls, who, with Mrs. Vanison, do the housework. A night school is carried on for the benefit of the boys and girls, under a teacher from next year's Senior class, who also works on the farm during half the day. On this farm of 550 acres, grain and stocks are the chief productions. This year there are 70 acres of grass, 77 of corn, 5 of garden vegetables, and the remainder is used for pasture. The great storm of April 7, caused much damage here, destroying fencing, bridges and newly seeded ground.

The stock on both farms now consists of 47 horses, mules and colts, 34 head of cattle, 29 milch cows, 194 hogs and pigs, 95 fowls, 163 sheep and lambs. Mr. Howe reports that the boys in the farm shops are doing well, and are interested in their work. Of these, 4 are Indians, and 7 are colored; 6 are learning the blacksmith's, and 5 the wheelwright's trade. "Last summer there was an unusual demand from outside parties for work in these shops, for carts, wagons, farm implements, and general repair work of all kinds. We need more bench-room, and a paint shop where buggies, carriages, etc., can be finished when brought for other repairs."

#### THE HUNTINGTON INDUSTRIAL WORKS.

One of the most conspicuous features of Hampton, as we approach from the water side, is the saw mill and wood working shop called the Huntington Industrial Works, after Mr. C. P. Huntington, to whose generous contribution the Hampton Institute owes this valuable Industrial Department. Its extent and usefulness become more apparent upon nearer view. As you carefully pick your way a nong whirring machines and flying beits, you are surprised at the variety of work performed. For here, out of 2,000,000 feet of yellow pine logs which are yearly brought to us in rafts (mostly from North Carolina through the Dismal Swamp canal), are made all sorts of wood work for the local trade, from the rough framing timbers to the The latter consists of stairways, sash, doors, blinds, fine finish work mouldings and brackets, also turned and scroll work, in fact everything in the wood working line necessity to complete a building. This year the mill is furnishing the material for the new Science Suilding. We have also secured the government contract from the Soldiers' Home for the lumber to be used there this year, and in several cases where lumber-men from the vicinity, Norfolk and Baltimore, have competed for lumber contracts from Fortress Monroe, they have been awarded to the Huntington Industrial Works.

These contracts are for lumber only, in no way affecting the mechanics' labor contracts, and are therefore a great help to the laboring class of this community. The Huntington Industrial Works pay annually from \$8,000 to \$10,000 for skilled labor from Hampton and vicinity. The business of the mill for the year shows some im-

provement on the past, both in the amount, and also in the character of the work. The trade here is demanding a better class of work than formerly, a fact pleasing to note, as it makes the students' edu-

cation the more complete.

In the various branches of wood working 47 students are being educated. Of these, 18 are night students, and work daily in the saw-mill, earning ten dollars a month and board. Their work is augmented by the same number of day students, who work two days in the week at 80 cents per day. The wood working shop has 11 appenentices; 6 of whom work two days in the week, the rest every day. These earn, for the first six months, only their board; afterward, according to their ability, from 50 cents to \$1.25 a day.

One sawyer, two foremen, and four journeymen constitute the regular force of outside employees, but five other journeymen from outside find employment at present on the new Science Building.

One feature of the industrial education given at the mill deserves special mention. The boys not only learn to prepare material for houses, but also to construct the buildings They have practical lessons in architectural drawing, in a class formed for that purpose. Here they learn to make full sets of plans for small houses, and the detail drawing. Still further, they get out and put up the frames, some of them of good size, though they may be afterwards taken down.

Some valuable improvements have been made in and around this department during the past year. Though only about \$3,500 have been expended for the purpose, the works are the richer by a new storage shed, a dry kiln costing \$2,800, and over one acre of additional ground which has been secured by the new breakwater.

#### HOUSEHOLD WORK.

# Miss M. F. Mackie, Director; Mrs. Irene Stansbury and Mrs. H. H. Titlow, Assistants,

Although the work is made as light as possible by our system of co-operative housekeeping, the care of large buildings, preparing food and clean clothing, and ministering to the numberless wants of a community of six or seven hundred people can never be other than

an important responsibility.

In the students' kitchen, under the charge of Mrs. Titlow, a vast amount of materials are consumed in providing a bill of fare which is growing every year more inviting and nutritious. It sounds rather appalling to hear of making into bread for the students alone, each week, 9 barrels of wheat flour, 1 barrel of Graham, and 14 barrels of corn meal. Nor is it much more reassuring to learn that one dinner may include, 4 barrels of sweet potatoes (or 2 of white). 4 barrels of kale, 200 pounds of corn bread, 470 pounds of meat, and a barrel of gravy! Fresh fish, sew, or pot-pie, may take the place of the beef, and all possible variety of vegetables is served.

A constant study is being made of a proper diet for the students, with the object of promoting both their intellectual and moral welfare by means of food adapted to their conditions. To this end there has been introduced a larger proportion of fruits, vegetables and cereals, with less meat than under the old

me. Oatmeal, with sugar and milk, or stewed fruit and cheese, hominy, or cornmeal mush, are among the articles appearing week on the supper table.

To prepare this vast amount of food, 3 cooks, 3 bakers, and 3 pantry boys, are selected from the work students. The cooks have been working at a disadvantage owing to the inconveniently small size of some of the most necessary utensils, but a new jacket kettle of 100 gallons, and a larger steamer have been ordered, so they are looking forward to better days.

After the food is prepared, it requires for serving, 36 boys under the direction of two head waiters. These also assist in keeping the dining room clean. Mrs. Titlow speaks in the highest terms of the

obliging spirit shown by the numerous assistants.

If you return to the dining room twenty minutes after the students have left the table, you will teel as if the days of the magician's art were not yet over, for you will find the dishes washed and replaced in position for the next meal. On inquiry you will learn that it is not a magician's wand, but 79 lively girls that have done the work. The girls have also the care of about 50 teachers' rooms, and must keep clean the corridors and steps of several of the buildings. They are generally paid at the rate of six cents an hour. The dishwashers get nine cents, but must pay for breakage.

The Teachers' Home is also served by students, under the direction of Mrs. Gore and Miss Thorne. The 5 pantry and 4 kitchen boys are work students; 9 waiters and 1 carver are needed in the teachers' dining room. These positions are eagerly sought after by the Normal School boys, as the work is pleasant and the training received is useful to them in getting vacation employment at summer

hotels.

A large force is necessarily engaged in keeping clean the clothing of so numerous a community. In the teachers' and students' laundry, under the charge of Miss Woodward and Miss Foote, 34 work girls are daily employed, and 67 girls from the Normal School come in, each for one day in the week. A part of the work is done by machinery; the heavy lifting falls on the one boy from the Night School and one or two boys of the Normal School who are here on their work days. The girls get 50 cents a day for washing or ironing, and turn out on an average, 8.500 pieces a week.

In all the departments of girls' work, a new system of marking has been introduced, with good results. When a girl knows that dust left to accumulate under the bed or in the corner may cost her a zero, she is as careful in performing this sort of duties, as in preparing her tessons. Many a neat-handed girl can point with pride to her posi-

tion on the Roll of Honor in household work.

Miss Morgan reports that the classes of the Cooking School have been larger than usual and of better material, and that an unusual interest has been shown by the girls. The last fact may perhaps be caused by their being allowed to feast on the viands which they have prepared.

To 29 Indian girls, in classes of 6, and 30 colored girls, in classes of 8, have been given lessons from the Boston School Cook Book. A Night School girl keeps the kitchen immaculate, and cooks all the dainties that find so ready a market among the teachers and girls. Although the prices at which these things are sold are purposely made very low, almost enough is made from them to pay the expenses of the Cooking School.

The Diet Kitchen furnishes the special food ordered for sick or delicate students by the resident physician. It is prepared, under

direction of Miss Judson, by two girls and a boy, and served to those who can leave their rooms, in a pleasant dining room far removed from the clatter of ordinary meal time. The special diet includes, among other things, beef steak, eggs, oatmeal and other cereals, soups, milk, vegetables and fruits.

#### THE GIRLS' INDUSTRIAL ROOM.

#### Miss M. T. Galpin in Charge.

In the bright, sun-shiny room in the Stone Building, we find one of the most important industries of the School. Here the busy shears, rapid machines and nimble fingers are constantly in requisition to make and repair the wardrobes of the boys, and to answer the de-

mands of the housekeeping department

Thirteen girls of the Night School are dressmaking, shirtmaking, tailoring or doing general sewing. There are 60 Normal School girls, of whom one is an Indian, who may be found here on one day of the week. Miss Watts has given nearly four hundred lessons in drafting by measure, to the various girls of the Normal School and one Indian girl.

Of the 3 Night School boys who work here, one is a native of the Sandwich Islands, who came to Hampton last June seeking an education. He does remarkably well in his work, and shows great business capacity. At present 3 Indian boys are employed here two days in each week, two of them being Indian Territory boys, whose time at the School will expire in June.

The head tailor is a student, who has been trained here for this work. List summer he added greatly to his efficiency by taking les-

sons at his own expense at the Butterick Drafting School.

The Industrial Room sent a very creditable exhibition to the Richmond Fair last Iall, consisting of uniforms, work-clothes, shirts and other undergarments, neatly dressed dolls and praiseworthy examples of darning. One of the girls made in addition a handkerchief with beautiful drawn work, but the other articles were a better exponent of the thoroughly practical work of this department.

In proof of the last statement, I need only add, that there have been made in the Industrial Room during the year, 562 uniforms and work-suits, 85 coats for waiters, or summer use, 1,980 shirts and 3,709.

general articles of dress and household furnishings.

#### THE GREEN-HOUSE.

# In Charge of Mr. Martin.

No changes of importance have been noted in the green-house, except that the sales during the three busy months, January, February and March, have doubled those of last year.

One work student is employed in the green house and another about the grounds and the girls' garden. Three day boys find plenty of out-of-door work to do when the weather permits.

#### THE GIRLS' GARDEN.

The Girls' Garden is now a fact not only accepted but hailed with satisfaction. It nearly pay expenses, furnishes some excellent fruits and vegetables to the table, and affords a valuable means of out-of-

doors exercise to the cultivators. Radishes, parsley, beets and cauliflowers, are the expected reward of the spring planting, while a more esthetic pleasure is inspired by continual harvests of bright flowers.

#### THE KNITTING-ROOM.

# Mr. F. N. Gilman, Manager.

Unusual attention has been paid this year to the perfecting of contracts made with this department. All the work now done is in fulfilment of written agreements, specifying the quality and amount of goods to be furnished, the time of completion and dates of payment.

Owing to the greater care used in selecting the workmen, boys have given better satisfaction than ever before. About 17 boys stand by the delicate machines, which shape a pair of mittens in what seems to the visitor an incredibly short time. In reality it takes about twelve minutes to knit one of the three or four dozen pairs which constitute a day's work. Only a little sewing is necessary to complete them for market. This is done by girls drawn from the neighborhood, under the charge of a forewoman.

The knitting-room is a good place for a quick boy, since he may earn as much as \$26 a month, more than in any of the other industries, besides obtaining a valuable knowledge of fine machinery.

The Lamb Knitting Machine has given better satisfaction than any other yet tried. A half dozen new machines of this kind are needed for the coming year, if the present standard of work is to be maintained.

# PRINTING OFFICE AND BINDERY. Mr. C. W. Betts, Manager.

Mr. Betts congratulates himself upon having at present an unusually good set of workers. Of these, 8 are colored students working every day and attending night school; 2 Indian and 2 colored boys from the Normal School come in two days in the week, while the 9 other employers are graduates, ex-students or neighbors. Three of the last mentioned are women.

The work of the office consists of various kinds of Job printing done for the School and vicinity, book-binding, and in the publication of several periodicals. The Home Bulletin and Newport News Caret are weeklies; the Southern Workman, Alumni Journal, Talks and Thoughts, and Gloucester Letter appear monthly; and the African Repository, American Liberty, and Hotel Quarterly, four times a year.

The wages paid increase as the apprenticeship advances. The first year a boy earns only his board; the second year he adds to this \$2.00 a month, the third year \$4.00 and the fourth and last year \$7.00.

Owing to constant supervision of a competent foreman, the progress of the students has been more marked than in previous years. Two former employees of this office have recently secured positions as managers of printing offices further South.

#### ENGINEER'S DEPARTMENT.

# Mr. E. O. Goodridge, in charge

During the past year, the work of re-piping Academic Hall and the Wigwam has been completed. The addition to the steam plant

of a 120 horse-power Babcock & Wilcox boiler now gives us ample capacity for heating, and for supplying power to the various machines.

In the Pierce Machine Shop, there are employed three students for two days in the week, with six working all day, including one Indian and one Chinaman. The young Chinaman runs the engine and bids fair to be an engineer of the most enthusiastic and scientific sort. Here all School repairing is done and no small amount of outside work. Very good advancement has been made this year, but with additional machinery much more could be done, and better instruction could be afforded. Work in this shop to a much greater amount might be given to needy students to the advantage of the School. since the product finds ready market at paying rates. It will be necessary to employ several students, simply as laborers for one year, and from these promote some to a regular three years' apprenticeship. Classes in drawing have already been formed, with excellent results, and Mr. Goodridge hopes to develop in them the ability to make drawings of simple machinery, and to construct the parts from these drawings. He desires more time for the course in this department that he may carry out a more systematic plan of instruction.

In addition to the workmen mentioned above, 2 boys work all day, and one works half days at the gas house; one boy wheels coal all day to supply the engine. These are students, but six outsiders are employed most of the year in firing and general repair work.

#### INDIAN TRAINING SHOPS.

# Mr. J. H. McDnwell, Manager.

Entering from the street the attractive looking brick building bearing the sign "Indian Training Shops," we find ourselves in a well-stocked harness shop. Here a colored ex-student, Mr. Wm. H. Gaddis, superintends the work of 2 colored boys on full time, and 3 Indians on half time. They made during the past year 11 double and 6 single sets of brass-mounted express harness; 6 sets of cart harness; completed the contract of 136 sets of double plow harness for the Indian Office; besides doing a large amount of repairing for the School and neighborhood. The work, which is of a better class than in previous years, has been done almost entirely to order, and has given complete satisfaction to the purchasers. This making of a fine grade of harness has proved an excellent stimulus to the boys and has resulted in their working better than ever before.

The contrary effect has been observed in

The Tin Shop, where a lower grade of goods is now demanded by all purchasers outside of the School. The interest of the boys is diminished, and the result is naturally, less progress. Nevertheless, a good deal has been produced by the 2 colored boys working full time and the 4 Indians working two days in the week, under the superintendence of a white foreman, Mr. E. E. Woodward. They have filled a contract with the Indian Office for 8,592 pieces of tinware, and made for the School and the trade, about 4,000 pieces. They have put on 8,700 feet of tin roofing, made and put up 1,300 feet of gutter and spouting, and filled 850 orders for repair work.

Carpenter Shop: In this shop there are 3 colored boys working full time, 7 Indians on half time, and 2 colored and 4 Indian boys on their two work days. They have built the Holly Tree Inn; an addition to Woodbine Cottage; enclosed the upper porch of Grave Cottage; ceiled the attic and altered 32 windows of Academic Hall. They have also made school and household furniture and attended to more than 300 orders for repairs on school buildings and furniture.

The work this year has required and called forth more skill than that of previous years. An excellent feature has been the lectures on construction, which Mr. McDowell has given twice a week during the winter months to the more advanced boys. They have been illustrated by blackboard sketches and by a small model of a house

framed to a scale.

The Paint Shop: Mr. J. F. La Crosse foreman; the finishing of the Holly Tree Inn. even to the painting and kalsomining, is an evidence of the diversity of industries upon this place. That this is only a small part of the work done by our painters we realize, when we notice the attractive appearance of Grigg's Hall, Virginia Hall, the Stone Building, the Wigwam, the Library and Academic Hall. Besides this exterior work, there have been kalsomined and painted 37 rooms, 3,000 lights have been glazed, and much painting and varnishing has been done on new and repaired furniture. The time of the 2 colored boys working all day, of the 2 Indian boys working half days, and of 2 other Indians working two days in the week, has been employed to unusual advantage owing to the large jobs, and the work has been done better than usual.

The Shoe Shop, for part of the year has been in charge of Mr. J. E. Smith, Senior apprentice, (colored student,) whose assistants have been 5 colored boys working full time, one colored boy and 4 Indians working half time, and one colored boy and 2 Indians working 2 days in the week. They have made 717 pairs of new shoes, and repaired 1,747 pairs, mostly for teachers and students of the School. The year's work is reported as being "on the whole, very satisfactory; much more so than last year."

#### THE TECHNICAL ROUND.

The course of instruction embraced under this designation has been created to fill a need keenly felt upon the Indian Reservations. There the people, far removed from the centres of civilization, are at the mercy of such mechanics as chose to come to them, or are deprived entirely of the conveniences which they alone can create. In their more primitive mode of living, the demand is not so much for workman thoroughly skilled in one trade, as for one who can instruct or assist them in the several branches of artisanship. The Technical Round has therefore been arranged so as to include, for each Indian, instruction in the blacksmith's, wheelwright's and carpenter's trades. Experience has developed the mode of rotation from one trade to another. It has been found most profitable for a boy to work two months at each trade in succession, returning to begin the round anew at the end of six months. This method has made it possible to give valuable instruction to a larger number of students than could

have been reached otherwise. Forty-one Indians, in classes of seven, have passed through this routine during the past year.

Depirting somewhat from the plan of teaching usual in manual training schools, more interest has been awakened and better advancement secured by combining the study of principles with the production of complete articles which finally have a market value. For example, the boys are kept at work sawing and planing until they can do it well. This means a good deal, for they now work entirely in oak or ash, after naving been accustomed to the softer pine and poplar. They see the advantage of care in preparing these pieces when they come to the next step, of producing from them a series of eight joints such as are used in wheelbarrows. The practice in making these joints shows itself in a very decided improvement in the completed work.

Mr. John Sugden, as instructor of carpentry and joinery, has had the class make sections of framing and joiner's work involving the principles of constructive carpentry. They have also completed in, a creditab'e manner, some screens, clothes racks, picture frames, bookshelves and ice-chests.

The classes in blacksmithing have been for the most of the year under the direction of Mr. George Farrar. In connection with the wheelwright classes, which have made the wood-work, they have produced several carts, express wagons and the running gear of a

Milburn wagon

Mr. Charles McDowell, who had a thoroughly practical training in this kind of work, having qualified himself especially for the place by a course of study at the Boston School of Technology, took charge of the Blacksmith and Wheelwright Shops in March of this year. His methods in the latter shop have been already mentioned. In regard to the former work he says: "Some of the boys in this shop had worked there before, and these were put to work at ironing wheelbarrows and running gear, putting tires on wheels, and doing the miscellaneous jobs that come. The rest of the boys took a course based upon that followed at the Boston Institute of Technology, omiting some pieces which would be useless to our boys. Each has a separate box for his work where it is kept for inspection of visitors. Taking into consideration the fact that we use common iron while at other schools they use that from Norway and Sweden, I think the work done will compare favorably with that of any shops of the kind."

Technical Farming, and Bricklaying, under the charge of Mr. George W. Andrews, have this year engaged something of the attention of the Indians. As a full account of this work is given on another page, it need only be noticed here as a continuation of that practical instruction which is intended to make the Indian more use-

ful and self-reliant when he returns to his distant home.

The prospective usefulness of the Indian girls is not lost sight of in arranging the work of the Technical Department. Under the superintendence of Miss Catherine Park, 24 of them received instruction in the art of making boxes, crickets, tables and shelves. They can also, if necessary, glaze the windows and paint the woodwork of their future homes. Miss Park has not confined her instruction to the Indians, but has classes every day of colored boys or girls from the Training School. She has also assisted the Seniors of the

Normal School in making blackboards and number-charts for their use when they go out to teach.

#### IN GENERAL.

After having mentioned all the more apparent means of livelihood, it still remains to be said that a large number of students are kept from idleness, by other employments. Each cottage has a house boy who cares for the fires and ministers otherwise to the comforts of the inmates. There are 17 janitors who are responsible for the order of buildings and, in some cases, for that of the occupants. Two night school boys act as orderlies, one assists in the post office, another in the commissary department, and three, as general duty boys, respond to any call for service. Many Normal School boys play in the band, or sing in the choir, or take care of boats. The girls have their own clothes to make or mend, and sometimes do similar work for teachers. Altogether, with drill and gymnastics, there is very little leisure for the class of work proverbially found "for idle hands to do."

ISABEL N. TILLINGHAST, Teacher.

# Report on Graduates.

Four hundred and twenty replies have been received to the nearly 700 circular letters sent to graduates and a few under-graduates last fall.

These letters contained questions which were to be answered and returned within a certain time, in order that the proposed "Record of the Twenty Years' Work of the School" could be forthcoming during the present year.

Much pains were taken to ascertain the correct address of each graduate, but, in spite of these efforts, a number of letters were returned "unclaimed," and no clue has yet been found to the whereabouts of a small number of those who have gone out from the School.

The answers which have come in have been, on the whole, very satisfactory, some of them giving very full and interesting reports of

work accomplished since leaving Hampton.

Five of the twelve living graduates of the first class, that of '71, have reported, also one who left the Senior Class before graduating. Of these five, all have taught most of the time since leaving tne School. One, after having taught six terms in Virginia and nine in South Carolina, is now matron at the Normal School, Tuskegee. Another, who had been reported dead for many years, has been heard from as living on one of the islands near Charleston, S. C., where she is "still teaching." She writes "I am pleased to hear from Hampton; I always call it the cradle that rocked me in." Another, now practicing law and farming, says, "I have taught in all fourteen years—have had about 1500 pupils, 100 of whom have become teachers." A nother, now teaching in St. Philips Parish School, Richmond, says, "I have taught nearly 1000; many have become teachers." Still another is Principal of the school in Salem, Va.

Of the eighteen members of '72, supposed to be now living, eight have reported. Five of these still make teaching their principal work, while the remaining three have taught, but are now otherwise engaged. One of the five studied at Oberlin two years, and has since then, taught ten years and a half in St. Louis. Another member of

this class has taught seven years in Virginia and ten in South Caro lina; another reports fifteen years of school work in Portsmouth, Va. and from twelve to fifteen hundred pupils; still another, nearly sev-

enteen years of teaching and about fifteen hundred pupils.

The class of 73, number at present 17, of whom eight have replied to the questions sent. One of them, who is Principal of the School in Lynchburg, writes; "I have had thousands under me. many of whom are teaching." Another writes, "I organized a school near Swansonville, Pittsylvania Co., Oct. 1873, in a new house built in the woods. This was the first colored public school taught by a colored teacher in that county. At that time there were very few colored persons in the neighborhood who could read any at all—when I left (after four years) a great many of them could read the Bible readily. I had a flourishing Sunday School well attended by both old and young; a temperance society that did good service, in reforming both men and women, and besides I had a debating club for the enjoyment of young men to keep them from the bar rooms and places of dissipation." This man is now teaching in Danville, and still earnestly engaged in Sunday School work. This same class has in it two ministers of the Gospel-one of them settled at Lockport, N. Y. The other, after having had several ministerial charges, is now at Wabash College fitting himself for future work.

A member of this class, who left before graduating, writes that he has kept constantly at his work of teaching for fifteen years, besides acquiring 103 acres of valuable land, a dwelling-house, two log cabins, two tobacco barns and considerable farm stock. He says, "I have two fields of labor always ahead, one, a small tobacco patch. cornfield, garden and a watermelon patch. In this field I have labored as faithful as in my school room, trying to make an honest living for my family-\$25 per month for teaching don't justify it. The second field is the Sabbath School-here is an enthusiastic field. I have a Missionary Society connected with my Sunday School work. It was

more successful this year than ever."

I have quoted thus fully from this writer, because this is a good specimen of the work, manual, mental and religious, that I believe a large number of our graduates are doing. I might go on this way through all the classes, but it would make too long a report. I shall

have to confine myself to a few statistics.

Of the 420 heard from, 390 have taught more or less since leaving school—a majority of this number still devoting themselves to this work, supplementing it with farming or some other kind of labor when the school terms close. In the country schools in Virginia the terms generally are from five to six months, according to the state of the treasury, but our teachers often manage to keep on a month or six weeks longer, sometimes by help from friends at a distance, and sometimes a much better way, by the help and co-operation of the people themselves.

To the question, "What is your present occupation? 213 give-

the answe	er " Leaching."	
Teaching	and farming	13.
••	" preaching	12
**	music	
44	and plastering	I
44	" dressmaking	I

" " practising of law	ı
Preaching	4
Practising law	5
Farming	.5
" " studying for ministry	45
In theological seminary and preaching	,
Former and house cornenter	:
Farmer and house carpenter	-1
Matrons of schools (Tuskegee and Livingstone college)	30
Treasurers and business managers (Tuskegee, Kittrell & Peters-	2
burg Schools,	3
in Colleges and Universities (of whom 3 have graduated this	
spring)	15
In higher schools	5
In higher schools	_
stead, Texas, Normal School)	2
Manager of Normal School Press (Tuskegee)	I
In charge of Laundry, (Tuskegee)	1
In "Carpenter work	1
Gen. Sec. Col. Y. M. C. A., Hampton	ı
Drill Master at Hampton	1
Drill Master at Hampton	
stitute	1
stitute In charge of School farm, Hampton Institute	1
Printing office	2
In charge of Hemenway farm	-
Foreman for S. W. Virginia Improvement Co	:
Employment agent	1
Policeman	,
Railroad employees (Pullman car porters)	•
Members of Legislature	+
Politicians	2
Clarks in Post Office Dant	2
Clerks in Post Office Dept	2
law	I
Book keepers	4
Store keepers	2
Store keepers	3
Business correspondent, stenographer and type writer	I
Merchant, Com'r Revenue and school teacher	I
Merchant	1
Private secretary	I
Dressmaking	5
Trained nurses	2
Child's nurse	2
Soldiers—U. S. Army	2
Working in coal mine	I
Lumbering	1
Oystering	I
Oystering	1
Dairy business	I
Charge of Orphan children	ı

Shoemaker					1
Baker					
Gardener			<b></b>		1
Janitor and attending C Missionary teacher and	ollege at	night	• • • • • • • • •	• • • • • •	
Missionaries to Africa			<b></b>		

Winding up with a private waiter, whose laudable ambition it is "to get my mother a home, and then improve myself," and a young man who gives as his occupation the somewhat unusual one of "attending to my own business."

Since my last report, 24 graduates have been married. I have heard of the death of but two—Charles C. Voorhees, of the class of

'76, and Sarah (Mackie) Williams of '81.

In closing this report, I feel that I should again make mention, as I have in former reports, of the many instances in which kind Northern friends have ministered to the wants of our graduate teachers and their scholars. Many a heart was filled with joy again last Christmas by the arrival of the Christmas box sent from "de Norf," and many a shivering little body made comfortable by the half-worn garments, so easily collected, if somebody will but make a business of it. The Hampton Club of Orange came to the front again with its eight boxes—while New Haven, Stonington, Farmington, Windsor and Wallingford, Conn.; Cuyahoga Falls, Ohio; Pittsfield, Mass.; Flushing, L. I.; Englewood, N. J.: Newburgh and Poughkeepsie, and last but not least New York City and Philadelphia, all furnished generous contributions to the Christmas cheer.

I am sure that it is not out of place to testify here to the hearty appreciation felt and expressed by those who have thus been helped and encouraged.

ABBY E. CLEAVELAND.

# Graduates' Department for Reading Matter.

The Graduates' Department for Reading Matter reports this year from its new home on the "Reservation." The rooms lined with shelves, accommodate the pipers and books constantly supplied by Northern friends. The sorting-room receives the contents of the barrels, which are piled in their respective places, until the empty shelves in the mailing room call for more.

There has been a generous supply of Sunday School and picturepapers; also Youth's Companions and children's papers, which are always in demand, especially in the spring, when the schools begin to break up, and begging letters come with "Please look up some good pieces of poetry and dialogues, or any nice pieces that would do for

children to recite."

Bundles of Sunday School cards, with colored pictures and verses, were very useful at Christmas, and the little boxes of repaired toys, scrap-books and rolls of fancy work went off to make some hearts glad.

Those of the graduates who were prompt in sending in their new addresses early in the school year, have had the benefit of their promptness, as the names of about eighty, whose addresses and needs were made known, have been given to the Northern friends, who see that each person receives a paper or papers, and often magizines, every week. Besides this, there is the advantage of having some one who is interested in each one personally.

The interest taken by the W. C. T. U. last year in this department has continued. "The King's Daughters" have also added their contributions. From these and many other sources distributions have been made. A few extracts from letters will best show how well they have been appreciated:

"My children are very fond of reading. I keep my table supplied with the books and papers so kindly sent, and in the evenings they come to the house where I stay, and read. In this they usually display good taste and judgment. Sometimes, when they have read a piece, they will hand it to me, saying, 'There's a good piece Miss.' I look at one and am generally surprised to see the taste and judgment they have shown. They are very fond of poetry."

"Accept my many thanks for the package of papers sent to me. The Superintendent of the Sunday School distributed them among his children. You can imagine how happy they were, both teachers and scholars, as they very seldom receive any such gifts. The school sends thanks."

"The package of papers came in a desired time, as I am endeavoring to establish a reading library of religious books and tracts in connection with the Sunday School, for the benefit of my pupils and friends here, who have a decided taste for reading."

Several boxes have been sent off to graduates, and the steady call on the "Bible shelf" has been better answered this year. The Secretary of the Hampton Y. M. C. A., comes to this shelf when he needs more Bibles for his missionary work, and the graduates on the Institute grounds often apply for papers and books for their mission tables, frequently finding something they are glad to appropriate for their own libraries.

The Boston Art Club, has sent, as it has for the past three years, full sets of Harper, Scribner, Century, Atlantic, &c. From this valuable gift, the Y. M. C A., had the first choice.

In concluding the report, the Department extends its sincere appreciation of the full response to its call, and would make the following suggestions for the ensuing year:

That Quarterlies, if sent, should be arranged in yearly sets, and tied.

That picture papers, such as Harper's Weekly, Graphic, &c., from which pictures can be cut, are continually called for.

That children might be interested in cutting from papers and magazines short pieces, dialogues and poetry: these could be put into envelopes and marked, "Suitable for School Exhibitions."

That at Christmas the demand for Christmas cards is greater than the supply; anything in the line of colored pictures, even ad-

vertising cards, can be used, and may be sent in small packages addressed to

"Graduates' Department,"
Hampton Institute,
Hampton, Va.

That children's papers are always needed.

That the demand is increasing every year for Christmas boxes;

these need not necessarily be large.

Finally, that all boxes and barrels should be addressed to "Graduates' Department," and that inside a card snould be put on top, with the full address of the sender, so that acknowledgment may be made on receipt.

RUTH G. TILESTON, in charge.

#### Record of Returned Indians,

The record this year of our returned Indians is, I think, more encouraging than that of any previous one. Since my last annual report, I have spent three months among them, and have learned much that I could hardly have felt so sure about had it come to me in a less convincing way. Some from whom we had expected almost nothing. I found living civilized Christian live, doing the best they knew, and that considerably better than we had supposed they knew. Those who have "gone back to the blanket" are very few—indeed the blanket is rapidly going out of fashion even among old people, and the danger is not so much from that, as it is that these young elucated boys and girls will adopt certain forms of white civilization, far worse than that of blanket life.

The home schools in the past ten years have been steadily growing in numbers and efficiency; the missionary work has been steadily going on; and these two powerful levers which have been acting so slowly as hardly to have been perceived at this distance, have now raised the people to where they can see the need of a different mode of life, and have them now so started that their course is visibly an onward and upward one. This being true, the returned student has less each year to contend with, and coming to us as he generally does now from the home school, is able to return from his Eastern course better prepared to understand and satisfy the needs of his people, and to care for himself. In the earlier years of this School, Indians were brought from camp life to a climate and mode of living so new to them that their frail and diseased bodies had to give way under the strain, and the result has been a bad one, so far as figures go, in deaths, sickness and weakness of character.

Comparing the first five years of the School with the last six, we find that of the sixty-four deaths that have occured at home among our returned students, fifty-five were of those who came East during the first five years and only nine among those who came later. Difference in time would naturally account for some difference in figures, but it is chiefly the improved conditions, that admit of our bringing better material, that have produced this very encouraging result.

The death rate at the School has improved in a corresponding ratio. While five years ago there were from three to five deaths each year; since October, 1886, there have been but two deaths, making less than one per year.

All this goes to prove that taking children from schools where their strength of body, mind and character has been tested, rather than from the old camp life, is economy of life and money as well as in every way the sensible and just thing to do.

Better material insures better results, and we cannot wish to claim that these results are wholly due to Hampton's work. Paul and Apollos both have their work, and share the results of the God-

given increase.

The missionary, whether preacher or teacher, stands in the re-lation of a wise parent to these children, trains them in childhood, sends them forth for growth and training, and when they return gives them the benefit of the help and and council they so much need.

When we say that a Hampton student has been successful in some particular way, we do not always claim that it is all Hampton's work but only that Hampton has been instrumental in fitting him for the position. I repeat it because some have complained that Hampton assumes everything and gives the missionaries and Western schools

credit for nothing.

As in past years, I have graded these returned students according to the records they have made. In some instances, where a student has improved decidedly, I have moved him up higher in the scale, and others I have had to drop. Taken altogether, the record has improved very much since last year. It now stands, with the ad-. dition of 37 returned this year;

Excellent 50 Good 136 Fair 44 Poor 11 Bad 6 F	Satisfactory 230.	- Total	247
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Two of those recorded "bad" were expelled from here in the fall for continued bad conduct, and, though their record at home thus far has been fair, I feel obliged to keep them on the bad list until they

shall prove themselves more worthy.

It may seem strange to include those of "fair" record with those of the good and the excellent as "satisfactory," but the reason is that the list is made up almost entirely of the sick and unfortunate of whom little else could be expected. Many of these, though unable to do much themselves, have exerted a decided influence for civilization and Christianity, and have urged others to better things than they have been able to attain for themselves.

Of those recorded as "unsatisfactory" only two are those from whom we had expected anything much better, generally weak characters with unfortunate histories; yet these have not been wholly bad, rather weak than vicious, and have had times of struggling successfully against their besetting sins. One is a specially industrious man, but his moral character makes his influence and record otherwise

" bad." The chances for trades at the agencies are very small even for a skilful boy. So many white tradesmen, disappointed in their land ventures, are so eager to hold these paying positions, that the inexperienced Indian, without an indulgent agent to push him, is naturally ' forced out. A large number work at trades on and off, but I know of but 16 who are permanently employed. Quite a number have

given up their trades to devote themselves to their farms and stock. finding, that as a whole, this is better for them. There are 32 Hampton boys thus working for themselves, and in many instances they are very successful. Almost all have decent houses on their land, and

some of them very comfortable homes.

Corn, unlike wheat and oats, is pretty sure of success, and that, with vegetables enough for their own consumption, is the principal dependence of the Indian farmer as yet. In several places these young farmers have clubbed together and bought the more expensive farm machinery, and in times of greatest need, turn about and help each other with the plowing or harvesting. These Indians found they could not depend upon the agency machinery-every one, of course, needing to harvest his grain at or about the same time,and thus made up these clubs; even with this they find themselves too dependent, and many have asked that the Government give them money for farm implements instead of the ration, as that is no longer their greatest need. I have asked, "Why do you accept these rations when you can do without them?" and the reply in substance always is, "That's the Government's way of paying us the money they owe us, and the few pounds of meat, and flour and sugar, help just so much in our household expenses." "We need all we can get," "If we could have money or the things we need more, we should be glad." A request to this effect signed by Indians East and West, has been before Congress, and there is a hope that it may receive favorable consideration.

Those who are teaching, acting as catechists, clerks and Government employees are most of them also cultivating more or less land of their own, thus setting a good example to the less favored of their race.

In making out the list of employments I have left out many who are pretty steadily employed, for the reason that they are so unsettled I could hardly include them anywhere, some are sick, and some are too young to be counted. As near as I can learn, those regularly employed are as follows:

	Girls.	Boys.
Teaching Government and Mission Schools	6	. 9
Employees, Government and Mission Schools	3	4
Pupils of other Schools	14	.12
Northern Colleges	i	4. I
" Schools	2	1
Catechists		5
Regular Missionaries	1	
Agency interpreters		2
Police		
United States Scouts		
Stores of their own	· · · · ·	
Issue Clerks		
Trader's Clerks		
Cattle raising		
Agency Herders		
Stables in charge	• • •	•
Stara Drivers		
Stage Drivers		. 4

Logging	2
Carpenters, Agency Shop	8
" Independent	I
Millers—Agency Mills	2
Blacksmiths—Agency Shops	3
Harnessmakers—U. S. "	ĭ
Farming own allotments	32
" for fathers and others	6
Well married in good homes	3145

In eighteen of these homes both husband and wife have been Hampton students, thus effecting a combination of force greatly to be desired in this pioneer home building where each is so dependent upon

the intelligent co-operation of the other.

The young people have in some instances chosen their homes near together and so built up little colonies of mutual fridnds pledged to mutual helpfulness. These little centres of intelligence cannot but be felt, and their influence, socially and religiously, be strongly for good. Various Christian, missionary, temperance, literary, agricultural and athletic associations have their representatives here, and serve to strengthen character and broaden sympathies while helping others. In these little circles, books, magazines, papers and

games are greatly in demand and thoroughly appreciated.

To say that Indian boys and girls shall not return to their homes, is as unwise and short-sighted as it is inhuman; the hope of civilization for the race lies in them, and their influence and example is needed there. Were it not for the ever-increasing number of young, partly educated Indians, at home, the Dawes bill would be an impossibility, for all agree that the rising generation is the one to be most affected by it and to lead the rest, slewly, no doubt, but surely. Facts show beyond any suspicion of doubt that these students from East and West do well enough at their homes to make it pay. Some do very little, others do remarkably well, and the great majority do far better than they could have done had they never had the meagre advantages give them.

It has been asked, "How many of these returned students are ready for citizenship?" and we have tried by classifying each boy to make some estimate. As near as we can judge about four fifths of the returned Hampton boys are ready for citizenship—could be self-supporting, and would be law-abiding. About one fifth would be able to intelligently understand the social and political questions of the day. Fully two-fifths could vote as intelligently as the uneducated white man; another one-fifth would conscientiously depend upon a trusted leader, and the other one-fifth be too young, too

ignorant, or too unscrupulous to be relied upon.

#### HIGHER EDUCATION.

This year two girls and two boys, graduates of the School, have been pursuing higher studies in the North. Susan La Flesche, who has just graduated in medicine and enters the hospital for a year of practice, Eugene Fontenelle preparing for the study of law at Cornell University, and Annie Dawson at Farmingham, and Walter Battice at Bridgewater Normal Schools. Thomas Miles, who was studying

medicine at Philadelphia, very wisely took a year out to replenish his store of strength and money, and has been very successful in both, as well as in the teaching of school among his own people. He will

return in the fall to take his degree.

In this higher education of our graduates we have been very successful, each one having done his or her best, and winning many triends to their cause while yet in school. Josephine Barnaby, who spent a year in the training school for nurses at New Haven, is now with Miss Collins doing missionary work among the sick and well at

Standing Rock.

It is now a rule that the young people who wish, and seem adapted to higher courses, should show their earnestness by working out a year and earning a part of their expenses. This they are glad to do, one of last year's class having been hard at work all this year hoping to take a higher course in some Northern school next fall, and those of this year's class who are planning for further education brave'y preparing for a year of hard work and saving in the one to come.

CORA M. FOLSOM.

#### Visit to Dakota for Indians.

Since my last report I have presented twelve Indians for confirmation in St. John's Church. The services during the year have been well attended. At no one time have we had better and more promising material to work upon. Several of the boys have done good work in the choir of the church. During the summer I resided on the School grounds, taking very special charge of the Indian Department, and holding services for the whole School. The summer school means about three hundred souls and is made up mainly of those earnestly seeking an education.

While there were a few cases demanding strict discipline, yet it is remarkable that with so many students, with much of the pressure of the term lifted, there was not more trouble. In the summer they are of necessity placed more upon their honor, and I think respond very kindly, thus seeming to do things from high motives and to practice self-control. The summer tests the growth of the year. When the bandages are removed we see whether the character can stand alone, or whether, like the broken arm, when the bones have

not knit together, it will drop back.

I desire to say that no work could be made pleasanter to me by

teacher and pupil than my work at the School.

The month of October I spent in the Indian country, going from Agency to Agency to look after returned students, and to get new material for Hampton. It is safe, I think, to say four fifths of those sent nome are doing well some very well. There are many discouragements in the scarcity of work and in the sentiment of the old Indian, but there is an up grade movement. Year by year the conditions are changing—the "little leaven is leavening the lump." There is less barbarism and more of Christian civilization. This is a case where the young men are to be the leaders.

There is a marked improvement in the western schools as to teachers and facilties. This may be, in part, a reaction from eastern work. Some of these schools are doing great good and are laying a foundation for the work in the East. There should be perfect harmony be

twen the two ends of the fields. I am more and more convinced that the children should first be gathered in the schools on the reservation and trained as far as they can carry them, and such as have done well should, as a reward of merit, have the privilege of coming East. They should be recommended by teachers, missionaries. and agents. This would be a stimulus to good work at home, and would fit them for increased advantages here. It would make known to Eastern people what is being done in the West. Again, the students would be known as to their mental, moral, and physical condition, and would more readily adapt themselves to new surroundings. There is a great growth of sentiment in favor of education. They now apply to come East, whereas, a few years ago they were persuaded to come should be encouraged to do this, as we get more earnest and appreciative pupils, and the effect is better upon the whole people. If you seem very anxious to have them come, they do not understand it, and jump to the conclusion that they are conferring a favor upon you.

It is pleasant to note the improved condition of the Indian homes. Many are now living in houses and are fencing in their little farms,

thus giving their children the benefit of home life.

The missionary work is strengthening and is increasing. To the faithful missionary as well as the good agent are we to look for upholding, by kindly sympathy, advice and practical help, the returned student.

J. J. GRAVATT, Rector St. John's Church, Hampton.

# The Library.

The backward glance over the work of the library for 1888 and '89 is unusually encouraging, and also full of promise for the future. The room is open from nine o'clock in the morning until six in the afternoon. The busiest time is when the students come flocking in after school as they leave Academic Hall, and newspapers and books of reference are in great demand. Later come others, boys from their drill and the girls from gymnastics, and a quiet interested company keeps the room well filled and the librarian occupied until six o'clock. The number of books drawn has been in advance of last year, 4613 having been issued from the desk; papers and magazines were never more used, as the intelligence of the students on current matters plainly shows. More shelf room, which was much needed, has been added during the year; aside from this few changes have been made.

Great encouragement has been felt by all especially interested in the library work, by the recognition of its value that has been given. Our old friends have remembered us with gifts of books, and new ones have been so generous that I am able to report the increase as 700 volumes, the largest number ever added to the library in one year. The books chosen for the science, history, geography, and other departments, have increased the interest of the students, and enabled the librarian to send many from the desk with a satisfied expression in place of the disappointed one that so often followed their eager inquiries for books that were not in our possession. Through the courtesy of publishers and friends, we have been able to place a set of "International Cyclopedias," the "Young Folk's Cyclopedia," and a few histories in the different study hour rooms. This promises to

be a helpful feature, and the teachers consider that it adds much to the interest.

A valuable and attractive collection of drawings has been loaned by the Century Company and hung in the library. The students take great interest in them, recognizing some they have seen in the Century or St. Nicholas, especially the original of "Little Lord Fauntleroy," who is a favorite character among us.

Particular attention has been given by the heads of the various industrial departments, in selecting books on mechanical subjects that will be of practical help to the students learning trades. The effort seems to be appreciated and the books are being well read. While economy compels the number of periodicals subscribed for to be limited, the range has been somewhat broadened.

In January, the Library Committee looked over the entire list. discussing the value of each. As the result a few were dropped, and in their places were added more southern and western papers, and

those edited by colored men.

The periodicals have only begun their work when they have been read in the library and new ones come to take their places. Most of them are sent to the graduates, but some are still needed on

our own grounds.

The Indian papers find their way to the Wigwam, and every week an attractive bundle is sent to the students at Hemenway farm. An illustrated paper is sent to the sitting-room in each of the girls' and boys' cottages, while every night the old daily papers are given to the work students. Still another field that we try to remember, at least occasionally, is the Y. M. C. A. of Hampton, and we send all that can be spared to brighten their reading room.

The hours spent in the library on Saturday evenings, are always among the most pleasant of the week, and those of Sunday afternoon are only more enjoyable. Many who are too busy at other times for even an hour for quiet reading, are then free from study and work, and seem thoroughly happy with book or paper. The Sunday work of the library is certainly a good one, and appreciated by the students.

The greatest want that is now felt, is to make the students more familiarly acquainted with the books on the shelves. It is thought that, as a supplement to the card catalogue, a "finding list." ple pamphlet catalogue would do much in this direction. the way will be opened in the near future to accomplish it.

HELEN S. BALDWIN, Librarian.

# Medical Report.

The medical work of the School has been lighter this year than ever before, although the number of Indian students has been larger. No death has occurred during the present School year, and not one Indian student has been sent home on account of ill health. On the contrary, many who have been received in delicate health, with lungs more or less unsound, or with some active form of scrofula, have made an actual improvement. This fact has been noted for the past three years. But two deaths of Indian pupils have occured within a period of two years and a-half.

Sixty new Indian pupils have been received during the present year. Eleven of these were unsound on arrival. Eight of the number have made marked improvement. Two are in about the same condition as on arrival. One has failed slightly. One young man who appeared sound on arrival has not fully regained his health, after a severe attack of pleurisy, but is improving, and a permanent

cure is hoped for.

The day of the arrival of a new party, a careful physical examination of each student is made. If one is found unsound he is kept under special observation. The trade best suited to the strength and health of each individual is also carefully considered. The carpenter's and tin shops are usually found favorable to delicate boys, while the more robust do well as shoemakers, wheelwrights or blacksmiths.

The average health of the part es brought from the West is noticeably better than it was eight years ago. Experience in selecting students, and the fact that more and more their strength is tested by some preparatory constraint in Western schools, will account for this. There is reason to hope that, as years go by and the moral and hygienic condition of the Western Indians is improved by infusion of correct ideas of living, through the graduates of this and other schools, their physical condition will cease to be, as at present, a tremendous obstacle in the way of their advancement.

The general health of the Indian girls and their proportionate endurance, is greater than that of the Indian boys. This is probably due to the fact that the domestic life of the Indian insures a certain amount of regular exercise to the women, while the men and boys exercise very irregularly. Their violent games and races task their strength to the utmost for the time, but often at the expense of some The result is protracted inactivity and general devital organ moralization. Civilization is gradually correcting all this, and better physical development will be the result.

The health of the Colored School has been good during the year. Scrofula and consumption are not as frequently met as ten Students often come from comfortable homes and have vears ago been accustomed to good food and comparatively good hygienic The home life of the colored people is constantly improving, and greater endurance and power to resist disease is the natural result. Whatever has been gained in this direction is but

the sign of what is to be hoped for in the future.

M. M. WALDRON, M. D., Resident Physician.

# Report of the Department of Discipline and Military Instruction.

The report of the department of Discipline and Military Instruction for the academic year 1888-9, presents few new features to contrast with those of former years. The total enrolment, 391, shows about the same number of male students present as one year ago, while the actual attendance has been remarkably even throughout The required military duties have remained substantially the same as heretofore, and the methods and means of discipline exhibit little variation from thos: previously employed. Such change as can be noted is to be sought not in new measures, but in improved adaptation and increased efficiency of the old, diminution of friction and a closer approximation, in conduct and character, to the standards of good discipline.

The military system has continued to be the foundation of the

discipline of the School, and all male students, with the exception of a few licentiate members of the Pastors' Class and those at the Hemenway Farm, have been enrolled in the cadet battalion of six companies, officered from their own number. Mr. Arthur Boykin, a graduate of the School, has commanded the battalion as cadet Major, has performed the duties of drill-master throughout the year, and also acted as Commandant during the summer vacation. More thorough instruction has been afforded by the weekly visits of Lieut. Geo. T. Bartlett, 3rd Arty., U. S. A, now stationed at Fort Monroe, who has rendered the School most valuable service by lessons in tactics given to the class of cadet officers, and by personal supervision of company and battalion drill.

Cadets of the Normal and Indian departments have been required to form for inspection of the ranks before school in the morning, for marching to dinner at noon, for a weekly company drill after school, and for battalion drill followed by "policing" the grounds on Friday afternoons. They have also guarded the grounds during meals, a daily detail of officers and men being made by the Adjutant for this purpose. Members of the Work department are necessarily exempt from many military duties, but are required to march to dinner and to drill occasionally in the Gymnasium on Saturday evening; while the same spirit and subordination to authority

are expected of all.

Such is the skeleton of a military organization by which the School discipline is supported. If meagre and incomplete in some of its parts, it serves to straighten the form and improve the physique, secures order and obedience, trains in habits of promptness, attention and accuracy, and through lessons of civilization and self-control prepares the pupil for the command of others. Its moral is far greater than its military or technical value, and the general result is not affected by the sacrifice of such details as are incompatible with our industrial system.

Cadet officers not only have charge of the various companies, but their services are continually called into requisition in the maintenance of order throughout the School. Selected for faithfulness in the performance of duty, as well as proficiency in drill, they are expected both to set the example of compliance with school regula-

tions and to secure obedience from others.

Matters of internal economy are managed, as far as possible, in the same manner. Students take all the care of their own rooms, under regulations by the Commandant. Each of the eight dormitories is in charge of a janitor chosen from the officers' corps, who is held responsible for its condition, and the appearance and conduct of its inmates, making a daily written report to headquarters. The daily inspection and report by the janitor are supplemented by regular visits from lady teachers, and by the more formal and military inspection by an officer of the Faculty on Sunday morning.

The Officers' Court, a court martial, composed of cadet officers appointed from the three departments of the School, the Normal, Indian and Night classes, takes cognizance of test cases referred to the the Commandant, and reports its decisions and sentences, with which the reviewing officer rarely disagrees. Cases of misconduct affecting the Indian boys alone are referred, as far as possible, to the Indian Council, of five members, chosen by the Indian boys themselves from their own number. Its decisions have had great weight

in forming public sentiment in the "Wigwam," and the experiment of partial self-government, entered heartily into by them, has been followed by greater success than any previous methods of discipline. Personal responsibility for the care and conduct of their mates has proved the best means of developing and strengthening the individual character.

The greater needs of the majority of the Indian boys, on social and moral lines, have been met in the large Assembly Room of the "Wigwam," and the adjoining "Doctor's Room," whence the refining and elevating influence of a woman's presence has emanated, to soften and civilize the sons of the savage. To this, and to the return to the West of the few incorrigible subjects of last year's discipline, may be largely attributed the growing improvement in conduct and manners on the part of the Indian boys, as contrasted with

those of a few years ago.

It is believed that a gradual improvement is manifest throughout the various departments of the School. The present term has been distinguished above its immediate predecessors by the absence of any serious misconduct and of cases demanding severe discipline. Lighter penalties in the form of marks and extra drills have largely superseded the heavier ones heretofore deemed necessary. has been a better spirit among the pupils, with evidence of more earnest purpose and more hearty effort. The present careful system of application and examination, through which the candidate for admission must pass, has necessitated but little subsequent weeding out of worthless material, and contributed to the good record of the vear. While 34 boys left the Institution under discipline during the first six months of the School term. 1885-6, the number during the same period in 1886-7, was 23, in 1887-8, 14, and in the present term of 1888-9, but 8. It is believed that this is evidence of improved discipline, as it is certainly of a more careful selection and a higher morale among the pupils. Of the gratifying result there can be no

The contact of the two races has been marked by no disturbance or friction, with an entire absence of any manifestation of race jeal-ousy or prejudice between them. When left to themselves they have naturally separated socially on race lines; when thrown together in the class room, company, or shop, they have met cordially as on common ground, yielding to one another the respect due to rank, irrespective of color. Two of the four captains of the Day School companies have this year been Indians. With similar disadvantages of ignorance, lack of inherited intelligence and of early training, their moral, like their intellectual development, call: for pains and patience, and on the part of none more than themselves. That the result is so generally and quickly apparent, is the brighter side to the work of discipline.

In closing his fifth year as disciplinarian, and his sixth of service at Hampton, the Commandant wishes to bear testimony to the loyalty and fidelity of the cadet officers of both races, exhibited in the discharge of many disagreeable duties, in the direction and control of friends and classmates, and under many trying circumstances; to the earnestness of purpose manifested by the pupils at large, who, in spite of natural deficiencies, have yielded more hearty obedience than the same number of average Caucasians in a like situation; and to acknowledge his indebtedness to the cordial co operation of the

teachers and officers of the institution, who have shown their sympathy and offered their encouragement in many memorable ways.

GEO. L. CURTIS, Commandant.

#### Moral and Religious Work and Kindred Matters.

The moral and religious training in the Hampton School has to be adapted to the special needs of those whom it designs to help,

Its object is to furnish leaders and teachers of their own race for the colored and Indian people of our country. About 90 per cent. of its graduates become teachers and go into the public schools of the South and the government schools of the West.

The problem which confronts the Hampton Institute in preparing these young people is much more a moral than an intellectual one. The question is much more how to make men than how to make

scholars.

The 16,000 colored public schools of the South afford the educated youth of the Negro race a great opportunity for influencing their people, not only on the intellectual but on the moral and religious side of their nature. It is much more important that those who go out to teach these schools be possessed of character than

that they be far advanced in scholarship.

Three fourths of the Negro population live in the country, in sparsely populated districts, where the Negro preacher, who is often a blind leader of the blind, seldom comes and where the people have few religious privileges. The only hope of giving religious instruction to the black and ignorant masses of the country is through the country school teacher, who teaches from three to five months and works on the farm or at his trade the rest of the year, thus earning his own living with little or no support from the poor people about him.

A recent trip through the Black belt of Virginia and North Carolina, gave me an insight into the work and needs of the Hampton graduates. Not only were these young people reported by their superintendents as doing good work in the school rooms, but I found them leading in the missionary, Sunday School and temperance work. Many of them had farms and homes of their own, thus furnishing object lessons to their people in the best methods of agriculture and in decent Christian ways of living. The majority of the Hampton students come fron the country districts and return to the The manual labor system of the School does not always draw the brightest of the race, for these come frequently from the city; but it brings earnest young people who are willing to work for their education, and are fitted by this struggle to help others who are in the same situation. In order to fit these students for their varied duties, much prominence has been given, in their religious training, to their labors for others.

The Young People's Christian Association of the School has under its care much of the religious and missionary work, both within and without the School. It is composed of teachers and students who are placed together on committees. In this way the students learn the best methods, and the teachers have a means of access to them which is very profitable. The chaplain of the School acts as president of this society and appoints the chairman of the

committees and these in turn appoint their own members according to the methods of the Y. M. C. A. The committees then enlist other teachers and students in the work they have in charge and the School is thus organized for Christian endeavor.

One of the most important of these is the missionary committee. Between sixty and seventy from the School are employed in the Sunday Schools in visiting the jail, poor house, and the cottages of the old and needy. Cabins are mended and built by the boys, cases of extreme destitution are relieved, the Bible is read, and the women are taught how to sew and to care for their children. Two regular sewing schools have been kept up during the year; one of them numbering nearly a hundred in attendance. Reports of these various branches of work are made to the whole School; they are kept informed of the methods, and contribute to their support. During the past year a Young Men's Association has been carried on in the town of Hampton very largely by the graduates of the School. Rooms have been hired and nicely furnished, a secretary, one of the graduates of the last class, has been employed. Social, literary, and prayer meetings have been held. A boy's club has been started, and a reading room where the young colored men and boys can spand their leisure hours with profit.

A visit from Mr. Stagg, and other members of the Y. M. C. A. at Yale College, gave an impetus to the work within and without the School.

An important work is being done through the Kitchen Garden at the Whittier School in the improvement of the colored homes in the neighborhood.

The Temperance Committee has had under its care the temperance work in the School. Regular meetings have been held each month, in which both colored and Indian students have taken part. During the year the Holly Tree Inn has been in successful operation. A building was erected last summer which should afford the students a pleasant place to go and obtain refreshments, and thus avoid the temptations of the Hampton saloons. Rooms were finished off in the upper part of the building which rented for sufficient to nearly pay the interest on the cost of the building. A pleasant room, with a fire-place, and a chance to obtain eatables at a low rate, has been a great help to the tempted, and furnished a good object lesson to the students of what can be done by them in other places.

The Committee on Prayer Meetings has had under its care the social meetings of the students. On Sunday morning the whole School meets together to consider the subject on the prayer meeting cards prepared by the committee. Some of the students have attained a good degree of proficiency in dealing with the truths of God's Word and making them understood by others. Separate meetings are held by the Indians and by the different classes during the week. All these are conducted by the students, and form an

important part of their education.

The Committee on Entertainment has endeavored to put the lessons on Habits and Manners, which have been given in the different classes, into practice in the social gatherings which the students have held on their holidays. Much has been done in teaching them instructive and simple games, which they in turn can teach their

own children. Each of the classes has been called on at different

times to entertain the rest of the School.

Committees have had in charge the "White Cross" movement among the boys, the "Band of Mercy" for teaching the students kindness to animals, and the presentation of the work done in home

and foreign missionary fields.

The students and teachers have, by their contributions, done much toward the support of the missionary work in the immedate neighborhood; they have sustained one of their own number, who is laboring in Liberia, Africa, and have helped more needy parts of the South. With the generous help of Prof. Bartlett, of Concord, Mass., who generously gave his time and talent, tableaux were given by the teachers and students which provided the necessary expenses of the Holly Tree Inn.

There has been more than ordinary religious interest in the School this year. About sixty of the students came out into the Christian life at the time of the week of prayer, and although they are not pressed to join the School Church, as the parents of many of them are Baptists and do not believe in open communion, yet at every celebration of the Lord's Supper there have been several additions, and in March twenty three were added on profession of their The School Church is undenominational. The graduates of the School are urged to unite themselves with whatever Christian Church they find in the field of labor to which they are sent. the religious services of the Sabbath as much opportunity is given to the students to take part as possible. They have been more largely attended than ever before by strangers and the people at Hampton. In the absence of the chaplain, the pulpit has been occupied by Rev. J. J. Gravatt, Rector of St. John's Church, Rev. Dr. Woodfin, Pastor of the Baptist Church, and Rev. D. W. Fox, who has had charge of the missionary work in the immediate neighborhood of the School.

All of these gentlemen, with Rev. Mr. Price, the Pastor of the Presbyterian Church in Hampton, have assisted in the School for

Bible Study.

Most of the colored pastors of Hampton and its immediate vicinity have received instructions here, and a number from a distance.

An ende over is made in the School to help these colored ministers to a proper use of their English Bibles. To many of them who have had little or no advantages of study in their younger days, it has been a great help. They stay from two to five months, and take

up such study as they can pursue with profit.

Others come into the class who wish to prepare themselves to be both teachers and preachers in the country. These work in the morning, earning their own way, attend the Bible School in the afternoon, and in the evening take up their studies in English with the Night Class. This combination of manual labor and study prepares them for helping their people in the country. This Bible School has had no building of its own, and has been pressed for room. The new Science Building will afford dormitories and recitation rooms, which will give it a local habitation and make better work possible. The men who have gone out from this class have combined the duties of teacher, preacher, and farmer, and have thus been able to live comfortably and lead their people to better things. \$225 will provide a room for one of the evangelists. About half of the sum needed for the new building has been raised.

H. B. FRISSELL, Chaplain.

# The Hampton

# Normal and Agricultural

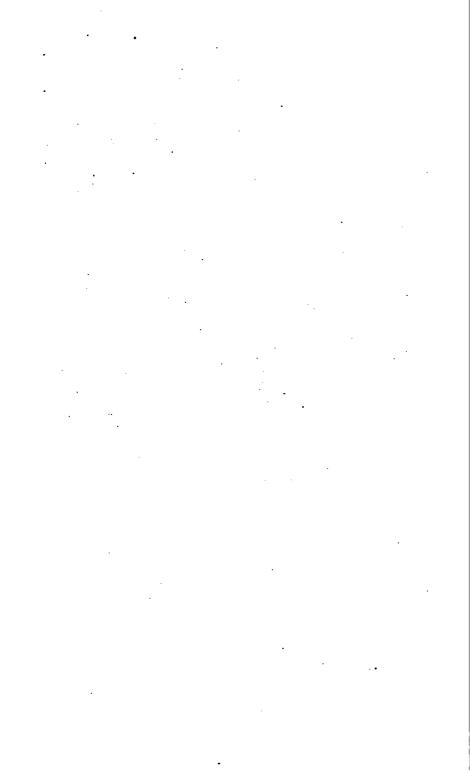
Institute.

PRINCIPAL'S REPORT

For Year Ending June 30, 1890.

Hampton, Va.

NORMAL SCHOOL STEAM PRESS PRINT,
1890.



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## The Hampton

# Normal and Agricultural

Institute.

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## ANNUAL REPORTS

For Year Ending June 30, 1890.

Hampton, Va.
NORMAL SCHOOL STEAM PRESS PRINT,
1890.



#### TRUSTEES.

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# INVESTMENT COMMITTEE.

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Who control and invest all tunds contributed for Permanent Endowment

ELBERT B. MONROE, Southport, Conn.,

President of the Board.

GEO. FOSTER PEABODY, New York,

Spencer Trask & Co., Bankers

ROBERT C. OGDEN, Philadelphia,

of the firm of John Wanamaker.

CHAS. L. MEAD,

of Stanley Rnle & Level Co.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their Twenty-first Annual Meeting at Hampton, Va., May 21st, 1890, for the transaction of the business of the Institute,

The reports of the Principal, Treasurer and heads of departments were presented and referred to Committees for report, and then returned, acted upon, ordered to be completed up to June 30th, (the end of the fiscal year,) and are published herewith, under the direction of the Executive Committee.

The Trustees present were:

Messrs. E. B. Monroe, of Southport, Conn.,

M. E. Strieby, of New York City,

R. W. Hughes, of Norfolk, Va.

R. C. Ogden, of Philadelphia, Pa.,

A. McKenzie, of Cambridge, Mass.,

C. H. Parkhurst, of New York City,

W. N. McVickar, of Philadelphia, Pa..

L. H. Steiner, of Baltimore, Md.,

Thomas Tabb, of Hampton, Va.,

Amzi Dodd, of Bloomfield, N. J.

C. L. Mead, of New York City,

S. C. Armstrong, of Hampton, Va.,

The State Curators present and attending the deliberations were:

Messrs. William Thornton,

Isaac H. Christian,

Robert Norton.

As this did not constitute a quorum, an adjourned meeting was held on June 4th, at which were present:

Messrs. Isaac H. Christian,

Jno. J. Woodhouse,

Jno. E. Mapp,

William Thornton,

Tazwell Branch,

Robert Norton, and the usual business of that Board was transacted.

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denominations, but no one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on the use of the State money.

They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one. This pays the cost of their board and clothing.

From ten to twenty Indians, besides, are taken at the expense of individuals.

The total attendance is about six hundred and fifty, chiefly from Virginia and the neighboring States, but representing 22 States and Territories. Of these 132 are Indians.

In the Preparatory department, (Whittier School,) there are three hundred children from the neighborhood.

There are 80 officers, teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of our 750 graduates and many of our under graduates are or have been teachers in free schools

of Virginia and other States. It is estimated that 4.000 children are under their instruction.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of sixty thousand dollars must be raised annually to meet current expenses, chiefly salaries of officers and teachers, and the cost of maintaining our five hundred Negro student boarders. The payments of these students are almost wholly in labor, much of it being non-productive but exceedingly valuable as a training, consequently is a serious tax on our resources.

An Endowment Fund of at least a million dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.

S. C. Armstrong.

Secretary of the Board of Trustees,

HAMPTON, VIRGINIA, JUNE 30th, 1890.

### FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of ............dollars, payable, &c., &c.

## PRINCIPAL'S REPORT.

To the

Trustees of the Hampton Normal and Agricultural Institute:

Gentlemen:—There comes a time in the life of an institution, as of an individual, when it may be said to attain its majority. As its material growth approaches completion, its finer development begins. This stage has, I think, been reached by the Hampton School. Although growth, in an external sense, has nearly ceased, it is more than ever alive and full of vital energy.

Opening in April, 1868, it has just completed its twenty-second year, with an attendance, for 1889-'90, of 650 boarding pupils and 80 officers in the Academic, Industrial and Administrative departments.

The 300 neighborhood children at the "Whittier" free school on our grounds, make both a Preparatory and Practical School for the Normal course. The recent destruction by fire of its beautiful building did not interfere with its work, which will, I hope, be resumed next fall under better conditions than ever, in a new building, erected with the insurance money.

The fact stated broadly, is, that with over a thousand souls teaching and being taught within our limits, the School is approaching completion. That is, while individual charity is likely in time to develop certain special lines of work, our appeal to the public is no longer for externals.

Intensive, not extensive, development is the idea alike for school, shop and farm, and above all for the individual. student. The mistake of modern education is wasted work "Wobbling" is the teacher's besetting sin, and I am ready, for myself, to plead guilty. A rightly adjusted school for training head, heart and hand, is an ideal that has not yet been created.

Probably there is no school in the country so likely to be misunderstood in regard to its origin and support, as Hampton. Its curious relation to Government, State and Charitable aid, while it remains a private, independent corporation, is confusing to the public at large, by whom the entire credit of the undertaking is not infrequently given to the national or state government.

As a matter of fact, it is an outgrowth of conditions created by the war, and has so fully responded to the needs of the "despised races," that it now includes on its list of students, representatives of six different nationalities. Of these the Negroes are, of course, in the great majority, and are likely to remain so. Their rapid increase, wonderful capacity for improvement, and enthusiasm for education, have forced them into a progress of their own; one with us and yet separate. They are sure to be a tremendous power in the future, either for good or harm. What they will do with us is as much a question, as what we shall do with them.

In twelve years, only good and no harm has come from the Indians in our midst. The mastering of certain tendencies and temptations which their presence has made more evident, has been good training for both races, making them stronger and more manly.

The foundation and future of this School are in its ideas rather than in any specific form which its life may take. The latter is transient, the former permanent, and so long as the management is true to these, there need be no anxiety about changes of individual officials.

It is fitting, I think, to here republish the substance of my first report to the Trustees made in 1870, when they first met under the liberal charter granted by special act of the General Assembly of Virginia that year, having first organized in 1868, under the general incorporation laws of the State. The work to-day is a logical, natural and rapid outgrowth from the ideas then advanced and adopted by the Trustees.

The following statement is as much the work of my friend and former associate, Mr. Francis Richardson, then Farm Manager, (a graduate of Haverford College, Pa., and

now of Norfolk, Va.,) as it is my own. After about two years of service together, and careful discussion for several evenings, each with pen in hand, we wrote out our ideas of a proper "platform" for the School, and put them together with the following result:

#### First Report of the Principal.

We have before us this question: What should be the character of an educational institution devoted to the poorer classes of the South? It is presumed that the greatest amount of good, the wisest expenditure of effort and money are sought.

It is useless at present to expect the ignorant whites to accept instruction side by side with the colored race. To a broad impartiality the Negro only responds. Let us consider, therefore, what answer to our problem is indicated by the character and needs of the freed people. Plainly a system is required which shall be at once constructive of mental and moral worth, and destructive of the vices characteristic of the slave. What are these vices? They are improvidence. low ideas of honor and morality, and a general lack of directive energy, judgment and foresight. Thus disabled, the ex-slave enters upon the merciless competition incident to universal freedom. Political power being placed in his hands, he becomes the prey of the demagogue, or attempts that low part himself. In either case he is the victim of his greatest weakness-vanity. Mere tuition is not enough to rescue him from being forever a tool, politically and otherwise. The educated man usually overestimates himself, because his intellect has grown faster than his experience in life; but the danger to the Negro is greater proportionally, as his desire is to shine rather than to do. His deficiencies of character are, I believe, worse for him and the world than his ignorance. But with these deficiences, are a docility and enthusiasm for improvement, and a perseverance in the pursuit of it, which form a basis of great hope, and justify any outlay and the ablest service in his behalf.

At Hampton, Va., a spot central and accessible from a wide extent of country, we are trying to solve the problem of an education best suited to the needs of the poorer classes of the South, by sending out to them teachers of moral strength as well as mental culture. To this end the most promising youths are selected. The poverty of these pupils has required the introduction of manual labor. Let us examine the system in its three-fold aspect, industrial, moral and intellectual, and disciplinary or administrative.

First: The plan of combining mental and physical labor is a priorifull of objections. It is admitted that it involves friction, constant

embarrassment, and apparent disadvantage to educational advancement, as well as to the profits of various industries. But to the question "Do your students have sufficient time to study all their lessons faithfully?" I should answer. "Not enough, judging from the common use of time; but under pressure they make use of the hours they have; there is additional energy put forth, an increased rate of study which makes up for the time spent in manual labor, while the physical vigor gained affords abundant strength for severe mental labor." Nothing is of more benefit than this compulsory waking up of the faculties. After a life of drudgery the plantation hand will, under this system, brighten and learn surprisingly well.

In the girls' industrial house work departments, there is an assignment, for a period, of a certain number to certain duties. On the farm, the plan of working the whole force of young men for a few hours each day has been given up for the better one of dividing them into five squads, each of which works one day of each week, and all on Saturdays. All are paid by the hour for their service, at the rate of from four to ten cents, according to the kind of work done. Under these arrangements our industries thrive and were never so hopeful as now. The very difficult problem of creating a profitable female industry has been solved in the most fortunate manner by supplying the boys with clothing made of good material, at a fair price. Our students, both young men and young women, go to their appointed duties with cheerfulness and the school is full of the spirit of self help.

However the future may decide the question, our two years' experience of the manual labor system has been satisfactory. Progress in study has been rapid and thorough; I venture to say, not excelled in any school of the same grade; there have been a steadiness and solidity of character and a spirit of self-denial developed, an appreciation of the value of opportunites manifested, which would not be possible under other conditions. Unfortunately there is a limit to the number that can be profitably employed. This institute should, I think, be polytechnic—growing step by step, adding new ones as the old ones shall become established and remunerative; thus enlarging the limits of paying labor and increasing the attendance, hoping finally to crown its ruder products with the results of finer effort in the region of art.

There are two objective points before us, toward one or the other of which all our energies must soon be directed as the final work of this institute. One is the training of the intellect, storing it with the largest amount of knowledge, producing the brightest examples of culture; the other is the more difficult one of attempting to educate in the original and broadest sense of the word, to draw out a complete manhood. The former is a laborious but simple work; the

latter is full of difficulty. It is not easy to surround the student with a perfectly balanced system of influences. The value of every good appliance is limited, and ceases when not perfectly adjusted to the higher end. The needle, the broom and wash-tub, the awl, the plane and the plow become the allies of the globe, the black-board and the text book.

The course of study does not run smoothly; there is action and reaction; depression and delight, but the reserve forces of character no longer lie dormant. They make the rough places smoth; the school becomes a drill ground for the future work; it sends men and women rather than scholars into the world.

But what should be studied in a course like this? The question brings us to the second branch of our subject, namely, its moral and intellectual aspect. The end of mental training is a discipline and power, not derived so much from knowledge as from the method and spirit of the student. I think too much stress is laid on the importance of choosing one of the great lines of study, the classic or the natural sciences, and too little upon the vital matter of insight into the life and spirit of that which is studied. Latin, as taught by one man, is an inspiration; by another it is drudgery. Who can say that the study of this or that is requisite, without conditioning its value upon the fitness of the teacher? Vital knowledge cannot be got from books; it comes from insight, and we attain it by earnest and steady thought, under wise direction.

But let us consider the practical question whether the classics should be made an object in our course, or whether, ruling them out, we should teach only the higher English studies.

It is the theory of Matthew Arnold that a teacher should develop the special aptitudes; to ignore them is failure; the attempt to cast all mind in one mould is useless. But for one Anglo-African who would, on this theory, need to acquire the ancient languages, there are, I believe, twenty whose best aptitude would find full scope in the study of the mother tougue and its literature, supposing them to have a taste for language, and for the higher pursuits of the human mind. Emerson says, "What is really best in any book is translatable—any real insight or broad human sentiment." He who has mastered the English, then, has within reach whatever is best in all literature.

Our three years' course, with but little preliminary training, cannot be expected to furnish much. Our students can never become advanced enough in that time, to be more than superficially acquainted with Latin and Greek: their knowledge would rather tend to cultivate their conceit than to fit them for faithful educators of their race—because not complete enough to enable them to estimate its true value. The great need of the Negro is logic, and the subjection of feeling to reason; yet in supplying his studies we must exercise his curiosity, his love of the marvellous, and his imagination, as means of sustaining his enthusiasm.

An English course embracing reading and elocution, geography, mathematics, history, the sciences, the study of the mother tongue and its literature, the leading principles of mental and moral science, and political economy, would, I think, make up a curriculum that would exhaust the best powers of nineteen-twentieths of those who would, for years to come, enter the Institute. Should, however, any pupil have a rare aptitude for the classics, and desire to become a man of letters in the largest sense, it would be our duty to provide special instruction for him, or send him where he could receive it. For such the Howard University at Washington offers a broad and high plane of intellectual advantage.

The question of co-education of the sexes is, to my mind, settled by most favorable experience with the present plan. Our school is a little world; the life is genuine; the circle of influence is complete. The system varies industry, and cheapens the cost of living. If the condition of woman is the true gauge of civilization, how should we be working, except indirectly, for a real elevation of society by training young men alone? The freed woman is where slavery left her. Her average state is one of pitiable destitution of whatever should adorn and elevate her sex. In every respect the opportunities of the sexes should be equal, and two years of experience have shown that young men and women of color may be educated together to the greatest mutual advantage, and without detriment to a high moral standard.

We now come to the consideration of the third branch of our subject; namely, the disciplinary features of the institution. No necessity has so far arisen for the adoption of a system of marks, prizes, or other such incentives. Expulsion has sometimes, though rarely, been resorted to. Our most perplexing cases have been those of honest, well-meaning students, either of limited ability and fine character, or those of low propensity or childishness, or coarseness of character. One of the latter class may be a zealous student, and there may be a power in him that will be used in a good or bad cause, yet this evil trait will be quickly caught by the pliant and younger ones around him. He finally may become a strong and worthy man, but, meanwhile, great mischief is wrought; the tone of the school is lowered; many have learned wickedness of which they can scarcely be cured. The celebrated head-master of Rugby said, "Till a man

learns that the first, second, and the third duty of a schoolmaster is to get rid of unpromising subjects, a great public school will never be what it might be, and what it ought to be." A course of study, beyond the rudiments, is not best for all. I expect young men will be discharged, without dishonor, from this institute, who will become eminent partly because sent off to travel a more difficult and heroic way.

To implant right motive power and good habits, aided by the student's own perceptions, to make him train himself is the end of discipline. Yet there is need of much external force, mental and moral, especially upon the plastic natures with whom we deal. There must be study of the character, advice, sympathy, and above all, a judicious letting alone.

Of all our work, that upon the heart is the most important; there can be no question as to the paramount necessity of teaching the vital precepts of the Christian faith, and of striving to awaken a genuine enthusiasm for the higher life, that shall be sustained, and shall be the strong support of the young workers who may go out to be examples of their race.

In the history of our institution so far, we have cause for encouragement. Three years ago this month, our building began, with but \$2,000 on hand or in prospect; for although the American Missionary Association selected and purchased this most fortunate spot and paid our running expenses, it could not offer the means of construction. Already nearly \$100,000 have been expended in permanent improvements, for which we may thank the Freedman's Bureau and Northern benefactors. I think we may reasonably hope to build up here, on historic grounds, an institution that will aid freedmen to escape from the difficulties that surround them, by affording the best possible agency for their improvement in mind and heart, by sending out, not pedagogues, but those whose culture shall be upon the whole circle of living, and who with clear insight and strong purpose, will do a quiet work that shall make the land purer and better.

I would now hardly change a word of the above statement either for present or future use.

That the Negro's "deficiencies of character are worse for him and for the world than his mere ignorance," is the key note of it all.

That "with these deficiencies are docility and enthusiasm "for improvement and a perseverance in the pursuit of it "which form a basis of great hope and justify any outlay "and the ablest service in his behalf," is fully proven by the

experience of twenty-one years. We have also found it true that "under pressure they make better use of the hours they have." The "increased rate of study" is seen in our Night School of 250 students, (not dreamed of in our first years of work,) who, in spite of all day hard labor, are in their studies from 7 to 9 o'clock p. m., the most alert and earnest of all our pupils.

We have been right, I believe, "in choosing of the two objective points before us, to make and send into the world, men and women, rather than polished scholars." Also right, I think, in rejecting the dead languages, and in adopting only English studies, making such advanced studies as we have, scientific, and in the line of the difficult social and economic problems of the day, on which every citizen must act. To me, the end of education for the class room, is more and more clear.

It should be "straight thinking," to attain which our students of both races may well study some of the great questions of American life in which they are to have a vital part.

Co-education of the sexes, though the risk was great, has been more satisfactory than we had dared to hope. Its success is secured by incessant varied activity of mind and body, with proper relaxation and amusement, in an atmosphere of rare Christian influence and sympathy.

The good conduct, earnestness, and capability of the Negro girl, both in school and as a worker for her people, has been the surprise of our experience. Surely not all the influences of her past can have been degrading.

Marks have been introduced as a necessary evil, indispensable to the keeping of an accurate record, and so to doing justice to the great body of our students. Prizes do not appeal to the best motives, are not needed, and are at a minimum.

Every year emphasizes the need of getting rid, without formal charges, of unsatisfactory pupils, who may not have made a bad record, but whose influence is injurious.

Our religious work has been active, earnest and ardent. See Report of Chaplain. No one true to any form of Christian faith has been made uncomfortable, but has been, if possible, helped to a better life by his own chosen path. Many scores have been received into the independent Christian Church connected with the School, and over five-sixths of those who graduate, are communicants somewhere. The majority of our Negro students are Baptists, many are Methodists. These, and those from our own and other churches, usually connect themselves with the religious societies at their own homes. Our Indians are chiefly Episcopalians, Presbyterians and Congregationalists; a few come to us from Roman Catholic influences, and I believe all return with better hearts and higher purposes, and loyal to their various faiths.

Our little army of 750 graduates and ex-students has been doing an important work for the Churches, Sunday Schools and Temperance cause among their people. In the country regions, where the most and the best of them are, they, the young women as well as the young men, are often the only ones able to do intelligent work on these lines, and the breadth of their work broadens and strengthens their lives. The "Pastor's Class," never so satisfactory as this year, will be an increasing power, for the preacher and teacher are the chief shaping forces among these people.

Our "plant," now in good order, is valued at about \$500,000. From the State we received last year \$10,329 36 for our Negro students, aid for Agricultural and Mechanical Education; from the U. S. Government, \$20,000 for our Indians. Our endowment fund, with some rentals, yields us about \$10,000, and we ask yearly from our friends \$60,000 more. For details of expenditure, cost of subsistence, etc., see Treasurer's Report appended.

It may fairly be asked what we have to show for this annual outlay of about \$100,000?

The true answer is hard to give. It is to be realized only by seeing what has been done, chiefly in remote regions, out of the line of travel, where faithful teachers have taught the people around them, young and old, lessons from the spelling book and the Bible, and in thrift and better ways of farming and living, their own example being the best of all their teaching. Not all, but certainly the great majority, have done well. The book entitled "Twenty-one Years of

Work," referred to in my last report, will soon be published, giving an account of nearly every Hampton graduate, and will, as far as it can be done in words, show the results of the great and generous gifts of the past 21 years.

The financial statement has been made yearly, with, I think, as much detail and frankness as by any institution in the land. I believe, however, that this moral debit and credit account, this book-keeping which includes the whole of life, is even more important than the other. We estimate that 30,000 children have been under the influence of our workers, during the past year, in the Southern and Western fields. is to be hoped that those who have so steadfastly, and often with so much personal sacrifice, helped the School, may be gratified by the record of results. I cannot but refer with gratitude to those, who, during all these years, have, as much as any of us in the work, made the cause of the Negro and the Indian their own, and by whose generosity, the School is what it is. The future is very much in their hands, for it must never be forgotten that government aid may at any time be withdrawn.

In our experience in this work, difficulties have abounded, but I have no grievances to report. Two attacks, one on our work for Negroes in 1886, and one on our Indian work in 1888, seem to have done more good than harm.

The truth is, that prejudice and antagonism, quite as much as the natural claims of the races, have inspired the great efforts and developed the strong institutions which bear witness, on the one hand, to the capacity of those to whose service they are dedicated, and on the other, to the good will of their friends. It is evidently the will of the nation that to these people a fair chance shall be given. To the Indian, it should come from the money which by right belongs to him; to the Negro, not from lavish and unwise national bounty, but from the self-imposed taxation of his former owners; from his own best effort and from the charity of his Northern friends, who feel that there is no better way to use money than in teaching their Negro fellow-citizens to make men and women of themselves.

There is not, I am sure, anywhere in the land, a more

suitable place than this, for the work we have to do. The recent extraordinary development of railroad and business interests at Newport News, the increasing popularity as a health resort of the region lying about Hampton Roads, its strategic importance demonstrated by the civil war, and its historic associations, make it a central and influential point. We have always been at peace with our neighbors, and could ask no kinder home, than amid these surroundings on the shores of the Old Dominion. The consideration shown us by the officers of the Artillery School at Fort Monroe, and of the National Soldiers' Home, and the friendliness of the Southern Society around us, have been all that we could wish.

An account of the work of the year is given for your consideration in the Reports mentioned below, which have been completed up to June 30th, 1890, the close of the School and fiscal year.

Normal School.—Report of Miss M. F. Mackie, Lady Principal, in charge.

Indian School.—Report of Miss Josephine E. Richards, in charge. Night School.—Report by Miss Anna Baldwin, in charge.

The John G. Whittier Primary and Preparatory School.—Report of Miss Elizabeth Hyde, in charge.

Review of Academic Work.—Miss Elizabeth Hyde, Teacher of Methods.

The Social Life of Students.-Miss F. E. Chickering, teacher.

General Review of Industries.—Miss Alice M. Bacon.

Record of Graduates.—Miss A. E. Cleaveland, correspondent.

Reading Matter for Graduates.—Miss Ruth G. Tileston, in charge.

Record of Returned Indians. - Miss Cora M. Folsom, correspondent.

Report on Library. - Miss H. S. Baldwin, Librarian.

Health Report.-M. M. Waldron, M. D., resident physician.

Report on Discipline and the Military Department.—Rev. C. W. Freeland, Commandant.

Report on Missionary and Religious Work.—Rev. H. B. Frissell, Chaplain.

The following reports, herewith presented in manuscript, which appear in substance in Miss Bacon's review of industries, contain fuller details for the consideration of the

committees of the Trustees to whom the various industries are assigned, for investigation and report.

Winona Household Department (Indian).—Miss Josephine E. Richards, in charge.

Indian Training Shops.—Carpenters, wheelwrights, blacksmiths, tinners, shoemakers, harnessmakers, painters, bricklaying and Technical Shops. J. H. McDowell in charge, assisted by Charles McDowell, J. F. Lacrosse, John Sugden, Wm. Gaddis, and John E. Smith.

Cooking Classes and Holly Tree Inn.—The Misses Morgan in charge.

Printing Office.—C. W. Betts, Manager.

Home Farm, 150 acres and Hemenway Farm, 600 acres; also, Wheelwright and Blacksmith Shops, Albert Howe, Manager; H. Corson, Foreman; George J. Davis and Charles H. Vanison, assistants.

Huntington Industrial Works, Saw Mill and Wood Working Departments.—Albert Howe, Manager, J. H. Brinson, Superintendent.

Engineering Department, Steam, Gas and Water Works.—E. O. Goodridge, Chief Engineer, in charge, F. L. Small, assistant.

Girls' Industrial Department.—Sewing, tailoring, dressmaking, clothes mending and manufacture of underwear. Miss M. T. Galpin, Manager. Miss Emma Watts, assistant.

Girls' House Work and Students' Boarding Department.—Lady Principal, in charge. Mrs. Irene Stansbury, Mrs. H. H. Titlow, Matrons.

Students' Laundry.—Miss Evelyn Foote, in charge.

Teachers' Laundry.-Miss Clara Woodward, in charge.

Girls' Garden.-Miss A. C. Clapp, in charge.

Teachers' Home.—Mrs. E. R. Gore and Miss Charlotte R. Thorne, Housekeepers.

Knitting Department.-F. N. Gilman, in charge.

Diet Kitchen.-Miss Judson, in charge.

Report of Mr. F. C. Briggs.—Business Agent.

The special feature of the year has been the extraordinary number of applicants for admission. Nearly a thousand have applied or made inquiry. Hundreds have been rejected this, as every year, for not being up to the School's standard as to age and other qualifications. From October till Feb-

ruary the number of boarders was over 650; the usual spring scattering reduced them to about 600. Never was the spirit of self-help or the enthusiasm for study, stronger. The weeding out has been somewhat severe, but no deserving, capable youth has lost his chance.

Discipline (see Report of Commandant) has more and more been administered by the students themselves, through their own court martial. Self-government is as important a lesson as self-help. A good educating force in the School is student sentiment, and its development is the most delicate, difficult matter, and the supreme test of management.

An important sanitary improvement is required, for account of which you are referred to the report of Dr. M. M. Waldron, resident physician.

When the new offices, a most valuable and helpful gift from a friend, shall be complete, the present offices, that is the whole lower floor of the Library Building, can be given up for general use, and we can then supply, more satisfac torily than ever before, those influences which are among the best in institutional life. The compulsory contact of teacher and pupil in class room should be supplemented by as much voluntary educational contact as time and strength will permit.

Current expense, about \$100,000, as above stated, is a large sum, but is not, I think, too much for a school of the size and scope of this, (maintaining entirely over seven hundred boarding students and teachers and open the entire year.) to which any youth, however poor, if brainy, plucky and able bodied, can come and work out his education; getting, through his manual training, not only money to pay his personal expenses, but a skill that will support him through life, and give him a home and a character

We try every year to broaden our constituency of friends and helpers, having spent nearly a month holding meetings in the West last fall. Scholarship gifts of \$70.00 have yielded about the usual annual average income of \$27,000, and gifts for general purposes have more than held their own, but the increasing demands from unnumbered sources upon the

public, make "eternal vigilance" necessary to keep up the stream of donations large and small, which gives this School its life.

The larger the proportion of small amounts the better, and I wish that those who could give only a \$5.00 or \$10.00 subscription could understand that it is not the money value alone which counts, but the personal interest and appreciation which it represents. The increased numbers this year have not increased the pro rata of current expenses. The detail of expenditure has been more carefully looked after than ever.

An endowment fund of a million of dollars would not be too much for a strong and lasting foundation for the Hampton School, which I think stands pre-eminently for the idea of Labor as a Moral and Educative force.

#### The Negro Question.

It has been said of the South, that if Cotton is King the Cow-pea is Queen. What the one takes out of the soil by its profitable, but exhausting growth, the other can supply when applied as a fertilizer. Land thus treated, will produce grass, and grass means beef or some equally profitable product. When the Southern farmers of both races shall apply to agriculture the best results of experience, when in short, they farm on business principles, then will be a new prosperity and peace in the fullest sense. To put back into the soil the life that has been taken out of it by neglect and bad methods, is to put new life into the people who till it.

It is estimated that the Negroes of the South now hold \$150,000,000 of property, that they produce annually, as the result of their labor, a thousand million dollars, and they own, in every State, thousands of homesteads. But in spite of the wonderful progress, it cannot be denied that the great majority, perhaps three-fourths of them, rent rather than own land. I am speaking of the country region where the most and the best of our colored people live. The majority of these, with a large number of whites, are kept down by the oppressive credit system, which secures to the creditor the crop before it is gathered, and perpetuates the hopeless load of debt, making the lives of many harder than when in slavery. Much of their freedom, like much of their Christianity, is nominal,

for a creditor may be as cruel as a slave driver. These practically enslaved freedmen, have no chance, and whites as well as blacks lose their spirit under the tyranny of debt. Whatever may be their political wrongs, they are of minor importance compared with this. Ignorance is a far worse thing in the home than in the ballot box, for the starting point of civilization is in the home. Make that right and all the rest follows. The Negro farmer works along in a pitiful darkness. His human nature is against economy so long as he gets his pay in "store orders," which are always tempting him to expend his gains in luxuries rather than in strengthening his resources. The mass of our colored population is, and for an indefinite time, must be, agricultural. A few will become mechanics, a few will enter professions and will succeed on these lines, but the typical Negro is a farmer, and it is undeniable that his condition, generally, is deplorable. What can be done for him?

Teach him, I say, that Grass is King over cotton, that the field of his agricultural industries must be broadened, if he is to get homes, attain manhood and secure his rights as a citizen. He can never pay his debts until he learns to work to better advantage, raising his own food instead of buying it at the price of his own flesh and blood.

Cows and pigs can do more for him than Acts of Congress. Like the Indian, the Negro's most important lesson is to learn to take care of himself, and he learns his lesson far more quickly than the red man because he must work or starve.

But how shall he be taught what is meant by good farming and thrift? I answer, by direct instruction and by example.

Driven by necessity, they learn to observe and imitate what good farming they see around them. Hampton's methods, have, in twenty years, made a marked impression on its neighborhood. Among the hosts of indolent and worthless men, there are some who are forging ahead.

The well-stocked farms belonging to some of the charitable institutions in the South, are spreading ideas through their graduates, but the mechanical and agricultural side of Negro education is still much weaker than the scholastic. While all but three or four of the Southern States have recognized their obligations to the blacks, under the Agricultural College Land Grant, Virginia alone, I think, has done it most fully, having granted to this School in 1878, one-third of the 300,000 acres of the Scrip to which she was entitled, from which comes our annual State stipend of \$10,000 a year.

Of the Agricultural Experiment Stations in the South aided by Congress to the amount of \$15,000 apiece annually not one, I think, is open to colored men for practice and study. This, probably, can not now be altered, and, to make the best of things, it seems practicable that the Department of Agriculture, with sufficient means, might greatly help colored farmers by encouraging simple experiments at well-chosen points. Land already provided and stocked, for Negro education, could be used, and if the work is done as accessory to school life, no buildings need be put up, and no salaries paid; the expense to the Government being only for seed and labor.

Tougaloo College, Miss., Talladega College, Ala., Tuskegee School, Ala., Claffin University, S. C., Shaw University, N. C., Hampton School and others, could, I think, work with the Department of Agriculture, for the good of the Negro, at an annual cost not to exceed that of a single experiment station (\$15,000)

But, so far, there has been no prospect of Government aid to the Negro, except in such shape as that offered by the unwise and extravagant Blair Bill, which has happily failed to pass. It seems useless to hope for anything in the line of practical common sense. The thinking Negro sees this, and is manfully making the best of the situation; is content and hopeful to a wonderful degree. He loves the South, means to stay there, has a growing self-respect and race pride, and would not, if he could, change the color of his skin. He will-as the best Southern thought declares, with time and practice, finally do his part in working out the tremendous Southern problem. It is only, of course, thinking Negroes who will do this—therefore, the more that are taught to think, the better. There is, naturally, a class who are despondent

and full of grievances, but they hardly can be felt as a check on the forward movement in which, I believe, many of our graduates are taking a noble part.

I am glad to note that Mr. Chauncey M. Depew, who has recently visited the South, has laid emphasis, in a widely reported speech, on the importance of Postal Savings Banks for the Negro. This system has worked well in other countries, and it seems to me it would be most salutary and helpful for the Negro, whose distrust of "Banks" in general is as much the result of experience as of ignorance.

It is, of course, in the nature of things that political influence should be devoted rather to securing the Negro's vote than to teaching him how to use it. For the latter end, the South is giving over \$3,000,000 yearly, in taxes, to support 16,000 free colored schools; while Northern friends give about a million yearly to maintain institutions which represent the "higher education" of the colored people. I have always believed that the general government had a duty in this matter, but confess that from the legislative standpoin it is hard to formulate. Schools alone will not suffice. The "three R's" are only a part of the work.

The white race is above all, practical, with an absorbing greed for money. The black and red races, while eager for knowledge, are unambitious, and only too content with their old ways. Educational methods which are to meet their needs must include a special practical training, and must take into account the forces of Keredity and environment.

The Negro, who, as thousands do, begins with his wife in a cheap, rough cabin, on from one to thirty acres, with a grub hoe, buying with his savings, first a steer, then a mule, and finally, perhaps, makes his little homestead, is a valuable citizen; wise enough to secure for his children the education which he himself has missed. Put in the leaven of ideas, and all will be well. Such men will get their rights.

#### The Indian Question.

The excellent results attending the allotment of land in severalty—a most tedious and difficult work—especially

among the Wild Crow Indians of Montana, prove that at least half of them, over 100,000, are ready for the change.

Just as the Negro was more nearly ready for freedom than we dreamed, so the Indian is much more capable of citizenship than is supposed. The success of emancipation was largely due to its suddenness. Men adjust themselves to the inevitable; their resources appear in emergency, and we everywhere see that necessity is a creative force.

The Indian's best lands are coveted by the ever aggressive whites, who, with a certain grim justice, have no respect for rights, which mean the right to do nothing where great development is possible. In spite of all difficulties, allotment should be pushed with all possible rapidity. Gen. Morgan, Commissioner of Indian Affairs, in his Report, speaks encouragingly of its progress, though there are but seven agents on this special duty. For every Indian legally homesteaded so far, a score, under the direction of efficient agents, have been informally allotted, abandoning their huddled up camp life, to take small farms on the river bottoms where they get wood, water, and rich land. They put up log houses and some outbuildings, fence in from three to thirty acres, raising wheat, vegetables, and some domestic animals, and often club together to purchase improved farm implements. For grass and pasture they depend upon the neighboring uplands. Amid many discouragements and in unspeakable need of the help which, in a limited way, has been given them by "assistant farmers," they have taken the first step towards civilization, and are waiting for the Great Father to establish them in their homes by sending surveyors to settle boundaries; they are all afloat until government officers shall fix their lines. Only at Crow Creek Agency, Dakota, have they been able to go at once on to surveyed ground. Had the money appropriated years ago for this purpose, been properly used, thousands of homeless Indians would to-day be on their own farms waiting for the operation of the "Dawes Bill" to provide them with the necessary papers. Many of our Indian wards are ahead of their guardian in the effort to break from barbarism. Like other people they

need, first of all, the home with its wholesome activities—then the school and the church. The work of homesteading the Indians, is not, I think, progressing as it should, but it must be admitted that it is hard to get the right people to do it.

The eyes of our Indian students kindle at the thought of "home," and they long to go West and take their rightful and liberal inheritance. Indeed, most sensible white youth in the East would be glad of such a chance. This desire to return among the Indians is never forced. It is always wholly free, and we believe it to be simply on the lines of good sense and human nature, for it is idle to undervalue the "pull" of kindred and life-long associations.

The picture of an ignorant, half-wild Indian alone on his allotment of bare acres, 360 or more, is sad enough, but at least there is a chance ahead of him, and it is better than to be without a future. Such helpless isolation too is needless, and I do not think it ever exists, except where the individual has voluntarily and intelligently accepted it. Equally important and pressing is the work of education, which should begin at home, for the influence of good and industrious parents is worth all the rest. Commissioner Morgan's great plan for getting all our Indians under one system of education is wise and timely. It is duty, justice, and, finally, economy. Public sentiment now calls for a fair chance for every Indian child. "A fair chance" means a proper fitting for the life before him, which is chiefly agricultural. There will be a demand for skilled mechanics, and every man will need some "handiness" in the use of tools. Teaching, preaching, medicine, law and business will each call for a few of those who can best be fitted for these special fields, for there will be, as among other peoples, a varied development. While the great majority of Indian children can get all the training they need at home, many will deserve and profit by larger opportunities, which will be and are already provided by certain institutions, East and West. These institutions, however, claim only to stand as intermediate in respect to the higher education, which is best secured in the numerous well equipped white schools and colleges whose doors are always open to Indian students.

Any man who is inclined to make light of higher education for well selected Indians, can safely be invited to take part in a public discussion with some among them, whom he would, hardly, I think, care to meet in this way a second time.

The first step in any Anglo-Saxon settlement, even in the wildest "diggings," is in the direction of law and order, and this is at the bottom of all our wonderful achievements. On the reservations the record in this respect has been remarkable. The simple and insufficient machinery of the "Courts for Indian offences" has done much, and the Indian policeman is a model of his kind. Much of this is due to the Indian's religious and social instincts which favor good conduct, but the simple conditions of the past are rapidly being modified, and the increasing contact with whites makes increasing difficulty. The failure of a very satisfactory law for the punishment of crimes among Indians, which twice passed the Senate, is discouraging. The difficulty of getting through Congress the excellent, though rather elaborate "Thayer Bill" is not surprising to those who know the situation. Eternal push is the price of good legislation.

The paralyzing ration system, by which about 100,000 Indians are wholly or partly fed at government expense, is the point of fatal weakness in our dealings with these people. The wonder is that they have any hope or ambition left. think, evident that their good sense and self-respect are coming to the rescue, and that many are ready for a better plan, which seems to be to permit those who choose to draw the equivalent of the ration in more helpful articles, such as cattle and implements. This would encourage actual selfsupport, induce them to raise their own food, and would, I believe, in a few years, make a tremendous difference. time consumed in going long distances for rations is ruinous to the farmers, and the frequent gatherings at the Agencies foster some of the worst tendencies in Indian life. It is certain that, if necessary, they can support themselves. are at Devil's Lake, Sisseton, Flandreau, and Santee Agencies,

over 3,000 self-supporting Indians. They are those, or the descendants of those who were engaged in the great Minnesota massacre, and their punishment, the forfeiture of rations, was the greatest possible blessing. The rest of the 25,000 Sioux are far in the rear, and will come up only as new conditions shall make advance possible. I understand that Commissioner Morgan has taken up the ration question earnestly, and hopes to break up its worst evils.

Until the rules of Civil Service Reform are permanently applied to governmental work for Indians, their progress, so far as individual experience and capacity are concerned, must depend largely upon the churches, societies and schools, representing charity, whose influence is the most permanent, hopeful thing in Indian life. It is distinctly religious work; Christian ideas are vital to characters and purposes. Public interest in any work is in direct ratio to individual exertion. The fast increasing church and school work, always in reality one in their tendency, has made for the Indian's cause a place in the hearts of the people, who, I believe, were never so earnest in their intention that justice shall be done the red man and his children.

In closing the above brief review of the Indian situation, I am glad to draw your attention to the following facts:

After twelve years' experience with the Indians, we find that during the first seven years the death rate was very high. Since then it has been remarkably low, only four having died at school, and six after returning to the West, since 1886. The average has not been far from that of Western schools. An unfair report was made upon our health record last fall, and the gross misstatements then published no doubt had a much wider circulation than the reply to them. Such things, however, are to be expected, and are not especially alarming.

The Reports given below on Returned Indians, on Class work, and on the Industries, show, I believe, encouraging progress in the various departments of the Indian school.

#### In General.

Notice has been received from Hon. H. W. Flournoy, Secretary of the Commonwealth, of the appointment by His Excellency, Gov. McKinney, of the following named gentlemen to serve as Curators of this Institution until December 31st, 1892, on behalf of the State; their duty being to look after the expenditure of the State annual appropriation of \$10,000.

Judge Isaac Christian, Charles City Co.

John E. Mapp, M. D., Kellar, Accomac Co.

Hon. John J. Woodhouse, Princess Anne Court House.

Hon. Tazewell Branch, Farmville.

Rev. Wm. M. Thornton, Hampton.

Hon. Robert Norton, Yorktown.

The last three are colored.

The School was recently visited by Ex-Gov. John E. Massey, Superintendent of Public Instruction of Virginia, upon whom I tried to impress the waste of time attendant upon the examination of teachers in technical grammar. The preparation for this takes time which would be much better spent in the direct study of and practice in the use of the English language. To require them to write a letter would be a better test than the technical questions asked.

I again refer to the matter of a Conference of Educators of the Negro, which might well be held here, not so much to influence the public by published proceedings, as to benefit the workers themselves. In Washington and elsewhere, this has been done, and we hope much from the proposed meeting at Lake Mohonk in June, under the auspices of Mr. A. K. Smiley. Our idea for meeting here at Hampton would be not a large gathering, but one which would bring out the best thought of a few selected teachers of both races.

The occasional visits of trustees during the year are always welcome, and I only regret that more of you cannot come.

The routine of Academic work and in the Labor departments is comparatively smooth, though an important change is impending in the personnel of the corps.

The problems of Current Expenses and the Development of Industries are the most serious. Among the latter the "Huntington Industrial Works" are the most important, and

are just now in a somewhat critical condition. The capabilities of these works are such, that, if developed, they would, I believe, become the most powerful single force in training the Negro to self help. The careful technical training given, and the all-day work with tools at the bench are invaluable.

Literally, these two races must "work out their own salvation," and I am convinced that to-day no class of youth in this country are making such a struggle for manhood as are the descendants of those enslaved Africans who, in 1619, were landed on Jamestown Island.

Respectfully submitted,

S. C. Armstrong,

Hampton N. and A. Institute, June 30, 1890.

#### Academic Department--Normal School.

With the 12th of June the 22nd academic year of the Hampton Normal School closed, and on the 22nd of May we graduated the 20th class which has completed the course of study given in this institu-

In some respects the past year has been an unusually trying one. The sickness which has swept over the country has not spared Hampton. In our large family comparatively few among teachers or students have escaped the "Grip." The Doctor's report will show how busy her hands have been from this source, and while in most cases the patients have not been long laid aside from work, the great number that at different times have been out of school has interfered with class work; and that we have made our usual progress in study is largely owing to the generous spirit of the teachers, who while already doing their full quota of work have come forward to take up the classes of those who on account of illness were unable to go on. During the year we have lost two teachers from the Day School, both being among the number of those who taught both in the Day and Night School. One of the two has been able to return to her evening classes, the other after a short illness answered the call of the "Great Teacher" to go up higher, leaving behind her a beautiful memory of earnest, faithful work rendered here for six

Another great disadvantage we have labored under has been the loss of an efficient matron, who has been away the entire year on account of sickness and whom we feel it is almost impossible to replace. We look forward however to welcoming her back next October. Meantime, for the last half of the year we have had a good. assistant in this department, Miss Lucy Morse, one of Hampton's graduates of the class of '75, who was for six years in charge of the girls' department at the Petersburg College.

The enrolment this year has gained on that of last year and all previous years, by 37, and is as follows:

Girls.	Boys.
Senior Class       18         Middle "	Senior Class       29         Middle "       65         Junior "       84         Night "       196         Indian School       59
250	433

Pastors' Class 17. Grand total 692.

The members of the Pastors' Class belong to the Night School and are counted there—but only once in the Grand total.

14 of the Normal students come from Hampton and its vicinity and are day pupils. 678 are boarders from 24 states and territories.

38 of the students in the Normal classes are Indians and are graded as follows: 2 Seniors, 12 Middlers, 24 Juniors, 2 also in the Night Class.

The students came in with great promptness at the opening of the session in Oct., and at one time the number seemed appalling.

It was impossible to find room for all, especially the girls. After putting four into rooms intended for three, and three into rooms large enough only for two, we had to send away 9 girls who passed a good examination, and write also to a number who belonged to our regular classes, and were a few days late, that they could not be accommodated this year.

For a few weeks our dining rooms were over-crowded, but by a natural process of sifting, keeping only those who were most earnest in work, and study, we got down to a full, but very comfortable

school.

For our large number of girls there has been no lack of work in the laundries and sewing-room, and the work in both has improved as the year advanced, but the same amount of house-work distributed among a larger number of girls has of necessity reduced the amount to be earned here by each girl, and required a larger payment in cash than in some earlier years of the school. While it is a disappointment often to the girls not to be able to earn more of their monthly board, they have this year made the best kind of a record in meeting the required payments and up to this date almost no beneficiary aid has been given them. It seems to me they deserve this commendation, showing how well they are coming up to the cornerstone principle of the School, that self-help is the best help.

The girls have appreciated the pretty "Holly Tree Inn "which

The girls have appreciated the pretty "Holly Tree Inn" which was built for them last summer in the rear of the Principal's house, and while they have but little to spend there, they have enjoyed the comfort and attractions of the room and have no need now to be

jealous of a similar Inn provided last year for the boys.

In speaking of the girls' Industries, I want to say that their garden in the rear of Virginia Hall has come to be one of the goodly sights of the grounds. It does not lack for interested, enthusiastic workers and not only adds to the luxuries of the teachers' and students' tables, but is, I believe, one of the few industries on the place

which yields a profit.

Reporting for the Academic Department, I want gratefully to say that the completion of the Science Building in the middle of the year has fitted us out most satisfactorily with class rooms, and such as are well adapted for the branches of study there taught, natural philosophy, natural history, physiology and geography, besides giving room for a Museum of natural history and providing not only recitation room for the Pastors' class, but also 12 good bed rooms on the top floor where the young men who are here preparing for the ministry, among their own people, are most comfortably lodged.

This building has also answered a temporary purpose we had not anticipated. When a fire, lasting less than two hours, laid in ashes, two months ago, our beautiful "Whittier Building," where the county school for this part of the town was held, we were able to open our doors to the houseless little ones, and in three of our buildings they have finished their year's work. It does seem that this building, so much needed, will make complete for some years to come,

our outfit for class purposes.

There has been but little change in our curriculum of study. We have crowded one thing more into the schedule we thought already full to overflowing, and that is drawing. It has been given to

the Middle and Junior classes, the former giving up writing and the latter mental arithmetic two days a week for it. I think there is no question in the minds of the teachers as to its usefulness, for those fitting themselves to be teachers; but many who have cheerfully taken up the work as an extra duty this year feel that it can be done to better advantage another year by some one who has had special training in the different systems of drawing, as this, like almost everything else we teach, has to be adapted to our students.

We are never quite satisfied with our text books. We sometimes flatter ourselves we could arrange some which would be better adapted to the needs of our students. This year we are trying Sheldon's practical Arithmetic for our Junior and Night classes, as being more simple than Wentworth's which we still use in our Middle and Senior classes. We have also made what we consider a change for the better in our Geography, using "Butler's Elementary" for our Juniors and "Nile's Advanced Geography" for our Middlers, the last named combining both Political and Physical Geography, which run through the year. Formerly our classes divided the year between the two, the first half for Political, the last half for Physical Geography. The new method is simpler for our students and holds their interest better.

The special reason why some text books suit students of the same grade elsewhere better than they do ours is that they generally use two books where we use one; an elementary and then a higher; whereas we use only the higher and of course fail to find it quite as simple and clear for a portion of our students as we could wish; but until the purses of our pupils are longer we cannot do better; neither do we think it best to rent our books, as is done in many schools. Our students, many of them, have very little chance to get hold of books except such as they get here; therefore, for future use as teachers they want to own and carry away with them their school books, and for this reason we must be limited in the number of text books used.

This year we are trying to send out our Seniors with a modest outfit which we hope will greatly add to their efficiency as teachers. It consists of a bundle of splints for teaching Number, a box of paper money representing the coins of the country, colored disks for illustrating Fractions and a Reading Chart prepared by one of our teachers and printed in our own office. We wanted very much to add a tyard of portable blackboard, but as the cost of these things is charged to the students' accounts, we hesitated to make it any larger, in view of a rule lately adopted, namely, that only those students shall carry away their diplomas whose debt to the school is not over \$5.

Our Annual Teacher's Institute, which closes the year's work, opened May 27, and continued two weeks under the charge of Mrs. Coppin of Philadelphia, formerly well known as Miss Fannie Jackson,

assisted by two of our own teachers.

A few days since, while traveling on a steamer, I overheard a seemingly bright and intelligent woman make the statement that "the more they educate the nigger the more idle and worthless he becomes." My mind turned at once to our army of over 700 graduates, to say nothing of the many under-graduates who are also hard at work, by precept and example, trying to show their benighted brothers and

sisters the better way; and I thought, if this traveler could only look over the statistics which have been coming in to us the past year, showing that the 417 graduates who have reported, have taught 138,574 children and also that, by saving their small earnings, ahey have acquired property, 135 of them to the amount of \$190,121 while 37 others own 3.661 acres of land, value not given, a young Doctor who has practiced for 7 years in Montgomery, Alabama, being worth \$:3,000, and a merchant in Virginia \$15,500, she would at least be willing to allow that there might be a few exceptions to the rule she laid down so broadly, and that there is at least the glimmer of a dawn for the race which has had such a dark experience in the land of freedom. Perhaps the part of the country she spoke of as "benighted" has not been blessed with a Hampton student, or the education she condemned not the right kind, but of the head only at the expense of the heart and hands. We at least are as hopeful as ever of what our graduates are doing, and will yet do, to make their people a valued part of the many peoples of this great land.

I cannot close my report without thanking the "Hampton Clubs" of Springfield, Massachusetts, and Orange, New Jersey, also the "Freedmen's Sewing Circle," of Newton, Massachusetts, for the timely aid their well filled barrels of ready make clothing for girls, and house linen, afford us. Not only are we thus able to help many a deserving girl who is struggling to make both ends meet in the effort to get an education, but we ourselves feel strengthened by this evidence of interest and faith in our work from those who perhaps we shall never see, but who are one with us in the desire to help those who need

help.

M. F. MACKIE, Lady Principal.

#### Indian School.

The arrival of two new parties in October, one from Indian Territory, the other from Dakota and Wisconsin, brought up the numbers of the Indian Department to 133: 48 girls and 85 boys. Only three (two boys and one girl) have left since the school year began. One boy has died.

The enrolment according to tribes has been as follows:

Sioux,	55
Omaha,	
Winnebago,	<b>5</b> 8
Sac and Fox,	3
Pottawatomie,	3 7
Caddo,	I
Delaware,	I
Shawnee,	2
Seneca,	2
Wyandotte,	I
Pawnee,	2
Kiowa,	I
Otoe,	2
Oneida, Wisconsin,	38
Oneida, New York,	2
Stockbridge, New York,	2
Cherokee, N. Carolina,	I

The material brought this year from the West has in the main proved of excellent quality; not only among the Oneidas, who for some time have been on the road to civilization, and those from farther West who have been at advanced schools off the reservations, but also among pupils who have attended no schools but those near their homes. The progress in English some of these children have thus made is quite surprising, although those of us who have lately visited these schools can readily testify to the vigor and success with which English is pushed in them.

The closer the sympathy and co-operation between Indian workers East and West, the greater, we feel sure, will be the advantage. If General Morgan's wise plan of a thorough system of Indian education is carried out we trust they will more effectively fit into each other. With the industrial camp day school as the foundation stone, it will be easy to step up to the Agency or Mission boarding school and thence, when desirable, to still higher schools East and West.

A worker in one of Bishop Hare's admirable institutions, Hope School, Springfield, S. Dakota, which is also, I believe, partly sup-

ported by Government, writes:

"Our aim is to have as young children as we are allowed, seven years old, and give them a good start in work and education; then if

they want the extras, let your schools East furnish those."

Six of Miss Folsom's Indian Territory party were able to enter at once the Normal classes, one becoming an "A Middler." It may be well to note in passing, that our Indian Territory pupils have usually enjoyed the advantages, so far as English is concerned, of constant contact with white people or English speaking half-breeds.

Mr. Freeland's party of twenty-one Dakotas brought us some bright scholars for the higher classes in the Indian school, and some remarkably bright beginners. There is, after all, a peculiar interest in teaching these earnest, painstaking beginners. A few weeks before, some of them were long-haired blanket Indians. Now with close cropped hair, citizens' clothes, and torturing boots, they sit meekly before the teacher, struggling, in a pathetic sort of way, to do as she bids, blindly enough at first, but day by day with more and more of intelligence, until a new light shines into the faces that looked so stolid.

The question invariably looked for from a stranger at Hampton is, "Which of the two races do you find the brighter, the colored or the Indian?" and continually do we have to recall to the minds of our querists that in a majority of cases the two stand on an entirely different plane, owing to the fact that the Indian is studying in a foreign tongue, and that in reciting geography, history, whatever the lesson may be, he must carry on two trains of thought at once; he must not only recall facts, but think of English words in which to clothe them. Add to this the circumstance that the Indian, having himself a keen sense of the ridiculous, stands in mortal terror of furnishing it to others, and that unless he is morally certain he has the right answer he often prefers to relapse into utter silence, and we can better understand their halting recitations and the disastrous effect the entrance of a party of visitors may have upon a class.

But get beneath this crust of sensitiveness and reserve, and this want of an easy medium of communication, and the teacher finds usually no lack of brains. Their minds are logical, they are good reasoners, their memories about many things are very retentive,

while their powers of exact observation and ready imitation make them good writers and spellers. We must however, admit that our Northern Indians are slow in gaining facility in conversation, partly no doubt because most of these pupils are past the age when a new language is readily picked up, and partly because of the race charac-

teristics just mentioned.

Great use has been made with the beginners this year, of free hand drawing on the blackboard, and their teacher has also illustrated their study hour papers with pictures that she might be sure they knew what they were writing about. Prof. Carroll's system of penmanship has been successfully introduced, both on the board and with the square-lined papers. "Butler's Elementary Geography" has been used in the two higher classes, while the beginning class in this study, which is a very interesting one to take up with the Indians, has made excellent progress with "Swinton's Introductory" as a text book, and much instruction from the moulding board, pictures and so forth. Sheldon's Arithmetic is used in the Advanced Class, which is now as heretofore, an all day class, taking up the Junior studies in their simplest forms and going over the ground very slowly. "First Steps in Scientific Knowledge," by Paul Bert, is found useful as a basis for lessons, which must be largely oral, in physiology and natural history. In connection with the former, the effects of alcohol upon the human system have been taught.

Short stories from United States History have been used for language work in two of the English classes; sometimes in the form of anecdote, sometimes of questions and answers for teaching the past tense of verbs. The First Division in English has been in Miss Lud-

low's charge, and she thus reports on the year's work;

"The first part of the year we had a drill in verbs, the principal parts and most useful tenses, and I was surprised and pleased to find that those of the class whom I had taught the same two years ago, had a good remembrance of it. Next we had sentence making, and writing of stories and narrations made up from some lessons on minerals. Then, at the earnest petition of the class, dictionaries were allowed them, and their interest continues unabated in looking up words they hear, or find in the other lessons, practising in the use of them, and finally making sentences of their own containing them. They have had some excitement occasionally, by way of variety, in a game we had some excitement occasionally, by way of variety, in a game we call "Puzzle your Teacher," which consists in some rather remarkable allegorical descriptions of "The House I Live in." "The Country of the Queer People, etc."

A greater variety of readers of the same grade has been found desirable; our experience being, that while it is not wise to hurry the scholars on beyond their depth, fresh zest is given by having new sto-

ries and pictures.

Two classes have had lessons in drawing from objects, while two of the boys who show decided artistic talent have had some special training in Miss Park's studio.

The 38 Indians in the Normal classes have been taking the

course of study which is described in Miss Hyde's report.

Two Oneida boys from New York, who receive no aid from the Government, are working their way through the school, learning the engineer's trade by day, and studying at night.

Our youngest little girl has attended Miss Tileston's Kindergarten, with white children from Hampton, and one little Japanese girl.

It is felt to be very desirable that our Indian boys should be instructed in practical matters pertaining to their future condition as citizens of this country, and the peculiar transition state through which they are now passing. Something has already been accomplished in this line, as when the Wigwam Council was elected by the Australian Ballot System, but it is hoped still more will be done another year.

Music has flourished in the Indian Department this winter; a brass band at the Wigwam, several "small boy" music scholars on the organ in Division A; seven girls taking music lessons on the piano at Winona. One of these having also a guitar; one boy in the choir, at St. John's, two girls in the School choir, and half the School band composed of Indian boys. Mr. Rathbun reports the interest shown, and the progress made, as better than ever before. Miss Chickering's help has been very valuable in rehearsing the songs given at the various entertainments and in practising sacred music with the Indians.

Miss Bacon reports on the different shops and industries where

the boys receive their training.

The brigade of scrubbers that go down on their knees every week at Winona, and the sweepers and dusters that do valiant service each morning, keep its big hall, its long flights of stairs and corri-

dors very clean and fresh.

The pile of smooth white garments brought weekly from the laundry by each girl, testifies to the careful training given them there in the use of soapsuds, starch and flat irons; while, in the sewing room, dresses, underwear, bedding and mending are turned off with marvelous celerity. Even the new Indian girl iresh from the plains, takes kindly to scissors, needle and thread; her beautiful native bead work, if nothing else, having made these familiar instruments in her hands. Some of the more advanced maidens cut and fit their own dresses so deftly, that a teacher occasionally employs them to work for her in the leisure moments.

The cooking classes have been made more practical, perhaps, than ever before, and butter making has been introduced with pronounced success.

The quota of girls in the Technical shop has not been quite so large as sometimes, but they have done good work.

This spring a number of girls have taken up gardening in spare

hours, with encouraging interest and energy.

Over fifty of our Indians were at the North last summer, and as a

rule made a very favorable impression.

Our Indian Cottages have been honored this winter by a little namesake of the Commissioner of Indian Affairs, Thomas Morgan Bear. He has lately gone West with his parents, a very promising young Winnebago couple. Our belief that a Christian home is the all important factor in the problem of uplifting any race is firm as ever. yet as such object lessons multiply on the Reserves, there is not the same necessity for bringing families to the East, involving, as this does, no small outlay of extra care and expense. There are now many of these bright little centres of influence to which we can point; some of them are the homes of our Hampton Cottagers, others of

students who have married since their return, and still others of those trained there.

It was in the fall of '81 that the first party of Indians was sent back after three years at Hampton. The outlook was discouraging, especially for the girls. One of their escorts wrote:

"There is absolutely no position of dignity to which an Indian

girl can look forward after three years training, with any reasonable confidence."

We realize the change these eight years have wrought, as our thoughts revert to a visit made last summer to Dakota and Nebraska, and we remember the Hampton girls we saw, or heard of, happy and successful in their work as teachers, and the young Indian doctress soon to enter upon her duties as Government physician at the Omaha school. We think, too, of others, not far enough advanced to be teachers, but leading useful lives: busy not only with home cares, but in church work, joining with Christian women in lending a hand to their wilder sisters, by cutting out and making up clothing, and by helping to raise money to build churches, support the native clergy, and care for the sick. For a full account of returned students see Miss Folsom's report.

An earnest worker at Crow Creek, whose "Grace Mission" has given help and inspiration to many of our scholars, writes us of two young girls who have been with her, and who she says "are certainly credits to Hampton." One is now at the home of "Trembling," her uncle, which she has quite revolutionized. "I went to see her the other evening and found her sewing. The room looked so clean and pretty with its well made bed, its scrubbed table, pictures on the wall, and general air of neatness and comfort." This does not sound like the "squalor and wretchedness" to which some assert our pupils must descend. The other lived all winter with the missionary and his wife at the Agency. "They were delighted with her. She worked well, and was, they said, a real pleasure in the house. She is greatly loved by Mrs. B."

A word of cheer comes also from a native missionary at Cheyenne River, though conveying to us the news of the death of one of our boys. "He was very faithful to his Master to the very end. May God help Hampton teachers to turn out many such faithful boys."

JOSEPHINE E. RICHARDS, In charge.

# Night School.

Total enrolment,	October	1889 to	June 30	, 1890	 • • • • • •	268
Average attendan		"	"			

In looking over the work of the Night School for the past year, the facts first noticed are its steady growth and its established position as the foundation of the Day School. The figures given above, speak for the first fact, and as proof of the second, the following statistics are given, as showing at the beginning of the term, the proportion of Night students in the Day School:

Senior class	88, 47	Number	coming	from	Night	School	25
Middle "	115	44	"	"	"	44	
Iunior "	160	44	"	"	"	**	102

For some time past the policy has been pursued of taking desirable students at any time during the year. In this, way, many enter during the spring and summer, and although it breaks into the regularity of the class work to some extent, it is of marked advantage to the industrial departments.

The proportion of young men to young women, in the enrolment given, is 194 to 74; the average age of the former being 20 years, and of the latter, 17.9—a decidedly younger class of students than we had

seven or eight years ago.

While the total enrolment of the Night School is not greatly above that of last year, the average attendance has been better. The explanation seems to be attributable partly to the efficacy of the application papers, in securing a more reliable class of students. The work of attending to these papers has been systematized in the Treasurcr's office in a more satisfactory manner than ever before. Last year there were 1,064 papers sent out; 604 of these were returned and 386 admission cards issued from this number—a little less than half being rejected. The time spent in carefully looking over and deciding upon these applications pays in the material thus brought into the School.

The "weeding out" at the end of the three months' probation was even more rigidly done this year than heretofore. Of the 28 who have left for various causes during the year, 9 were dropped at this time—7 boys and 2 girls. Five young men have been sent away for discipline; the remainder have left chiefly on account of ill health or sickness at home.

The course of study and the classification are essentially the same as for the last two years; the School being divided into one Middle class, two Juniors, two Intermediate, and five Preparatory classes.

The pupils of the highest or Middle class take the same work as the corresponding class in the Day School, but it must necessarily be spread over a much longer period of time. All the young men in this class are trade boys, and in two, or even in some cases three years, accomplish what is done in one year in the Day School. This term their studies have been arithmetic, methods of teaching, physicology and science work. Part of the class who could afford the time, have had two lessons each week in geometry, in which they have done remarkably well, considering the time they have had for it.

The two Junior sections correspond in this work to those of the Day School; not all of these will be considered ready for the Middle class by the end of the summer, but those who are, ought to make such Middlers as will not repeat. It is a sore disappointment to many who come expecting to enter a higher class, to find themselves put back to the beginning of Junior work, when they were "sure they knew all about fractions;" but with faulty methods to overcome and superficial training to combat, experience has taught us that the only satisfactory way is to go back to first principles and thoroughly review what they have already gone over. Students who "repeat," are those who either are naturally dull, or those who have not had this very necessary review and drill in rudimentary work. In view of the fact that repeating is generally unsatisfactory at the best—is it not far wiser to do the work in the right way at the outset in the Night

School?

For this reason, the Intermediate classes are in some respects the most satisfactory ones in the Night School. They are chiefly composed of scholars who might do the Junior work, were they in the Day School. There is no prescribed ground that they must go over, whether or no, for we are reasonably sure that they can pass an examination for the Junior class—therefore there is no temptation to "cram," which is so opposed to all right ideas of teaching. language work in these classes, is simular to that of the Preparatory classes, except that it is more advanced. Science lessons have been introduced here very satisfactorily, the written reproductions frequently being in the form of a letter, written from topics, thus accomplishing much more than the mere knowledge gained of some The other studies of these sections are writing, scientific fact. arithmetic, and reading. for which geography, history. and various supplementary books are used, including Harper's Young People, The Youth's Companion, etc.

The preparatory sections, as their name indicates, are preparing for the Junior class. Their work, as required for admission to this class, is reading, writing, language and arithmetic, through the four fundamental principles. They will not all do it. Some will go through the Junior class, or possibly through a low middle section and then be "dropped." At first view, this may appear discouraging, but to one who has watched these students for a number of years, and who can see how much such an individual has gained, even though he has not the ability to finish his course of study, it is, on the contrary, hopeful, for he is worth much more to himself and

Freehand drawing has been introduced in some of the classes, half an hour once a week being devoted to it. It is to be regretted that we have not more time for this important subject. In the mechanical drawing, a long-desired plan has at last been partially brought about; that is, having it taught in the shops, under the supervision of the head of the department. In the Engineer's shop, and the H. I. Works, the boys who are advanced enough for it, have had half a day weekly for drawing, and have shown their appreciation of this privilege by increased interest in their several trades. The boys for my mom it could not be arranged in the shops, have had an hour one night a week under Mr. Small, assistant engineer. They have done good and satisfactory work, but at a loss to their other studies.

This year has been a broken one on account of frequent and longcontinued illness. One of our teachers, who had labored long and faithfully, often at great physical cost to herself, has let us, and is

through forever with the perplexing questions of this life.

to his people than he would otherwise have been.

Notwithstanding the unusual disadvantages under which the school has labored, the class-room work has been in many respects the most satisfactory of any for a long time. The students have been, if anything, more than usually earnest, and the results proportionately gratifying. From the large number of new applicants, we were able to adhere more strictly to our standard of admission, and consequently, the school, as a whole, is made up of better material.

As the Night School runs through the summer, we have nearly half the year still before us, and much to accomplish in that time. A

number of the regular teachers propose staying for the summer session, which will be a decided advantage to the Night School, for we

usually are obliged to have an entirely new corps.

Last summer, great interest was shown by the students in their Agassiz Society, which was started by Miss E. A. Cheney, a former teacher, who was here. This gave them something to occupy their minds during September, when there is no school, and also showed what Natural History can do in "waking up" pupils, who quite surprised us by their unsuspected ideas and by the thoughtful questions asked.

The Hemenway Farm branch of the Night School has been, as for a number of years past, under the charge of a Middler, in this

case, himself a student there four years ago.

In general—the conclusion reached after a retrospect of a number of years, is that the Night School is an encouraging feature of the work that is being undertaken at Hampton. The more cynical will shake their heads and say that we are attempting what we cannot carry out; that after working ten hours a day, these young people cannot go into a schoolroom for only two hours at night and have the results at all satisfactory. To an inexperienced person, this might not even admit of argument. But come with me into the Night School; pass from class to class; from the lowest section struggling with the intricacies of subtraction and multiplication, up to the Middle class, some of whom are now in the fourth year of this all day work and night study, and if you are not convinced that pluck and determination and energy can remove mountains, you will indeed prove faithless. The explanation apparently lies in two causes: one, the entire change from manual to mental exertion; the other, the fact that while the students are in the class room they must concentrate their minds on their studies. and they are held there by the teachers. In order that they shall not be too entirely dependent upon the teacher, and also for the necessity of it per se, they frequently have part or all of the time for study. Here, again, they have a certain thing to be done in a given time, and any wandering or inattention is quickly felt.

From the beginning of the Night School in 1880, when its entire working force was one teacher and fifteen pupils, up to the present enrolment of ten teachers and two hundred and sixty pupils, the change has indeed been rapid and marked. It has never yet forfeited its name of the "Plucky Class," given it one broiling hot night with the mercury somewhere up in the nineties. The question naturally arises, can we make as great improvement in the next decade? We ought to do so, for we have not by any means reached the goal, neither have we attained a point where we can relax one whit in our efforts to give the most that is possible to these students, or rather, to put them in the way of making the most of themselves. When we have reached this point we shall indeed have gone far toward solving the knotty

problems that are now so perplexing.

ANNA G. BALDWIN,

In charge.

## Whittier School.

### NORMAL WORK.

It seems a little trying to be asked to report on the Whittier School, when all that remains of our beautiful building is the brick foundation. However, the school still exists, and its work still goes on, and the loss of our building is only a temporary one.

The Whittier School, with its 300 pupils, is a day school only. The pupils are from 5 to 16 years of age. The distance they have to

walk varies from a few rods to five miles.

The school is supported partly by the county and partly by the Normal.

The building belongs to the Normal School.

This year, for the first time, the schools of Chesapeake district have been given seven months free school. Other years we have had six months free and two months pay school, the children paying ten cents a week and the Normal School making itself responsible for what was needed to make up the teachers' salaries. Four of the teachers are graduates of the Normal School; two are graduates of northern Normal schools. All act as critics to the members of the Senior class, who are appointed in turn to teach in the various rooms. For the Whittier is our training school, where the Seniors may spend part of their time observing and putting into practice the methods and theories which have been discussed in their practice, teaching classes during the last half of their Middle and the first half of their Senior term.

The Whittier is preparatory to the Normal. The children must be fifteen years of age and must pass the Middle class examination before entering the Normal School. The highest class at the Whit-

tier corresponds to the Junior class of the Normal.

Most of our work for the Whittier children will have to be done while they are in the Whittier. Although they are all aiming for the Normal School, comparatively few will reach it.

Many must go to work at fourteen, others are not bright enough

or encouraging enough to get through a higher school.

Since this is true, their training while at the Whittier should be a very practical one. The children should all be taught to work and to be able to take care of themselves when they leave school.

We shall never be able to do this until the industrial training is

established on a firmer and more practical foundation.

We need a Domestic Science outfit and an industrial teacher to take charge of the classes in housework, cooking, sewing and carpen-All the older pupils should have a thorough and systematic course in industrial training. Their character depends upon it. A large number of our girls might be saved if they were taught to work so that they might be taken into good homes.

Our new school building will soon be going up. There will be plenty of room in it for a Domestic Science room, Laboratory, and a

carpenter's shop. Shall we have them?

Although we have been through fire and LaGrippe this year, we still feel that in many ways the year has been an encouraging one.

There have been fewer cases of severe discipline than usual. The children have worked harder and been more in earnest than in any other year.

It was pretty hard to lose our very convenient building and everything in the way of school apparatus, but we feel ourselves very fortunate in being able to carry on the work in rooms provided for us by the Normal School.

The children have been rather proud of becoming Normal School pupils in such a hurry, and proudly date their letters from Normal School, Hampton, Va. Let them make the most of it, for we hope when October comes it will find a new Whittier rising from the ashes of the not very old Whittier.

### Review of Academic Work.

Visitors to the "Whittier School" see both the beginning and the results of our work. There you will find among its teachers those who have been children in our primary school, going from there to the Normal School to complete its course, and finally returning as teachers to their own brothers and sisters at the Whittier.

It may be of interest to some to know of the process by which the small child is finally turned out a full fledged teacher and leader

We will not stop at the Whittier, for at fourteen the pupil may enter the Normal after passing the very simple examination in reading, writing, spelling, arithmetic through long division, and a very simple test in language. After examination the pupil is put into Section A. A.' B. B.' C or C,' according as he seems best fitted. course there is a bitter disappointment in proportion as he falls below the A Section; however the A Section is not always our most satisfactory class, and our Junior Sections especially need a good deal of shifting about and talking over before they are settled for the year. Next year an A Junior may be a D Middler and the year following may find a lower section of Middler an A Senior. So no one need feel discouraged over his section, or unduly elated either.

Let us now follow our pupil into his class-rooms and see what is

being done for him.

# Language and Grammar.

His language teacher tells us that she is aiming for three things.

To teach him to observe, think and reason.

To teach him to talk and write clearly and correctly.

To make it possible for him to pass the necessary teacher's examinations.

To accomplish the first object, the pupil is given observation lessons in Zoology and Botany. He is interested in watching simple experiments in Physics; his attention is called to things, persons and places around him; pictures are brought into the class-room for him to study.

To accomplish the second object, the pupil is led to talk and write of what he has observed for himself; he writes letters to friends. telling of the experiments in Physics and what he has learned from them, or he describes some animal or plant he has studied; perhaps he writes a letter telling of the school and its surroundings. Pictures are described and stories told and written about them; poetry is turned into prose. A list of common errors is kept, and short but

frequent copying and dictation exercises help him slowly but surely to overcome these errors. There is a good deal of copying done that the pupil may first get the correct form impressed upon him; he is then led to write from topics or questions, and finally arrives at the dignity of making out his own topics and writing from them.

Toward the accomplishing of the last object, that of preparing the pupil for his examination in Grammar, very little is done the first year. Parts of speech are learned, but that is about all, Patterson's Grammar is used as a text book, with additional notes arranged by

the head of the grammar department and printed on the place.

Of course, his one hour daily in language would do but little for the pupil were it not for the constant watchfulness and criticisms of both teachers and pupils all through the day. Every recitation is a language lesson, of course, all the better perhaps because the pupil is thinking more of the thought and not worrying so much about his verbs.

"I know but cannot express it," is getting to be a worn out expression, in which neither teacher nor pupil puts very much confidence, for we find that when the thought is perfectly clear in the mind of the pupil, there is little trouble in expressing it, Is may be used instead of are, but this and like errors disappear gradually.

Taking it all in all, perhaps there is nothing more striking than the improvement in the power of expression which our pupil makes between the time when he enters as a pupil and his final departure as a graduate.

## Reading.

In the reading class we find our pupil struggling hard to get and give the thoughts expressed in the simple reading books in use among our Junio's. His teacher tells us that she is working for the following results:

1st. To make it possible for him to get the thought of what he is reading.

2d. She wants him to be able to read aloud in such a way as to make his reading heard, understood and felt.

His vocabulary being very limited, many of the simple words and expressions are seen and heard for the first time, or he is surprised to find that a word he has been using all his life must now be pronounced in an entirely different way; he finds that "befo" is not finished until it becomes before. Above his head hangs a chart, the work of the head of the reading department, whose long experience has enabled her to make a most complete list of words, which will sooner or later cause our pupil to stumble. Constant drill is given upon these words; he sounds shem, uses them in sentences, he hears them spoken, he sees them written. The teachers of other classes are warned

to be on the lookout for his pet errors.

The first reading books are very simple; sets of the standard third and and fourth readers are owned by the School and loaned to

the pupil.

The difficulty is to get common sense and valuable reading matter expressed in simple and short sentences. Our students are not children, and they sicken of the rather light and flavorless fare of the usual class reader before they can read well enough to enjoy the more solid food found in more valuable and interesting books.

The reading is not limited to class readers, however. Nos. I and 2 of Seaside and Wayside, and other elementary science books, historical readers, cut up stories, etc., are brought into the class and furnish interesting reading matter.

Every effort is made to have the pupil lose sight of the drudgery of reading in the interest which the article inspires, that he may

learn to read for the sake of what reading will give him.

To prove that the words are not words and nothing more, the pupil is requested to tell in his own language what he has read or heard read, the exercise thus becoming a most valuable language lesson.

## Spelling and Writing.

The Spelling and Writing are combined. No copy books are used, their places being filled by plenty of ruled and unruled paper, and the blackboard. Each letter has its separate drill. After being placed upon the board it is carefully studied and afterwarks copied by the pupil; finally words and sentences give drill upon the letters. Considerable movement drill is given to enable the pupil to write quickly and easily.

Sheldon's Word Book Is used as a text book for spelling, but the work would be narrow if confined to this book. Our pupil is expected to be able to spell the words used in any lesson. To this end his teachers are requested to send in, to the spelling and writing teacher, a list of misspelled words found in any of his written exercises in any of his classes. From this list are made up words and sentences,

which are copied correctly and dictated until learned.

Many of his teachers do not wait to hand over misspelled words to the spelling teacher, but, considering it but a part of their work, themselves drill the pupil word the correct forms.

themselves drill the pupil upon the correct forms.

There is but little done with formal definitions, the student showing that he knows what the word means by using it correctly in a sentence.

When sent to a dictionary to look up a word, our pupil needs considerable practice before he is able to make a judicious choice of

the list of definitions given.

Oral spelling is given as a quick review of words learned, and an occasional spelling match creates considerable excitement and interest.

### Drawing.

We will now go with the pupil into the drawing class. His teacher is trying to make him see clearly and express what he sees. He is drawing from objects, cards and dictation; sometimes he stands at the blackboard and draws, sometimes he is drawing upon paper at his desk. Both his eyes and his hands need a good deal of training. He starts with the idea that he cannot draw, and is surprised to find that, with the same amount of training, he is likely to be able to draw as well as he does everything else. His seat-mate may draw better, but then he does everything else better too. After a while he is delighted to find that he is acquiring another language and his interest in drawing increases.

He is proud of his maps in the geography class; his example in carpeting a room becomes a comparatively simple thing when the room is once mapped out upon the board.

#### Arithmetic.

The beginning of our Junior year finds our pupil only too thankful to be able to pass the very simple examination in the first four rules in arithmetic. He is neither as accurate nor as quick as he should be. He needs a good deal of drill before he is ready to take up any advance work. Some time is spent in strengthening the foundation; he is given much drill in quick addition, subtraction, multiplication and division; miscellaneous examples in these rules are given him to both work out and explain. He has probably never been called upon to tell why he did a thing, and at first finds it very difficult. It takes some training before he is able to write out any example clearly and correctly; he is rather inclined to work for the answer; he regards arithmetic as a mere matter of figures, and is surprised to find that there is something back of the figures.

Fractions and Decimals lose their terrors when treated as pies and parts of pies; \$5\(\frac{1}{2}\)—\$3\(\frac{1}{2}\), is not a troublesome example to explain when he has the money before him and is told to perform the operation with it. The close of the Junior year finds our pupil ready

to pass an examination through Decimals.

# Geography.

The geography teacher, when asked what she is trying to do for our pupil, replies that she is aiming to give him a vivid and accurate mental picture of the different countries and people. He takes a great interest in study; as far as possible the animal, vegetable, and mineral products of the country are shown him. Solar camera and pictures help very much with the work. Good descriptions of places and persons are read by and to the pupil; he is sent to the library

and to the reference table for books of travel.

The idea of the Junior work is to take up the work more as a whole, to give the pupil a general idea of the world and to leave the details and more careful study of each part until the Middle year. Butler's Elementary Geography has been introduced as a text book this year and has proved very satisfactory both as a reader and a geography. The beauiful geography rooms in our new Science Building, the moulding tables where ten or twelve may mould at once, the large collection of pictures, animal, vegetable and mineral specimens, the solar camera and Yaggy's Atlas, make it possible for the study of geography to be a most interesting and instructive one.

## Zoology.

In the beautiful new Science Building we find three rooms devoted to the study of Zoology and Physiology; a recitation room, laboratory, and a third room which we hope some time to be able to call a museum. Large and small pictures of animals, charts showing the human body and its parts, line the walls or are laid away in drawers ready for use. Stuffed animals and birds, specimens preserved in al-

cohol, jars of water holding sea anemones, crabs, oysters, clams, or some other of our salt water specimens, excite the interest of our pupil from the first. He is led to study and talk about what he has discovered for himself. He sees for the first time what he may have been looking at all his life. He is interested enough in what he sees and studies in the class room to be glad to consult the reference books in the library or in the study hour. At the close of a half year in Zoology our pupil has acquired an interest in animals which we hope will lead him to further study and interest later on.

#### HISTORY.

### Bible Study.

From the opening exercises of school our pupil goes, first of all, to a twenty minutes study or recitation on the Bible. Every effort is made to make the scenes and incidents as real and possible. Foster's Story of the Bible is used as a text book. The solar camera and maps are very helpful in illustrating and locating, for it is sometimes a surprise to our pupil to find that there is a city of Jerusalem this Besides the regular daily study of the Bible there side of heaven. is the regular Sunday school work. The Juniors study the Life of Christ, the Middlers the Life of Paul and the Seniors the regular International lessons; with the latter there is instruction in methods of teaching, which is put into practice by the pupils who act as teachers in the various Sunday schools in and around Hampton.

## United States History.

The history teacher reports that she is trying to make our pupil an intelligent citizen of the United States, with as much additional information as possible. The first step is to teach him to study and use books intelligently. He uses Scudder's History, and is sent to the library in the daytime and to the reference table during study hours.

His lessons are, at first, usually read over with him in advance. and the important facts in each paragraph or page singled out. After awhile he learns to do this for himself.

At first the recitation is conducted in the form of questions and answers; afterward the topical method is attempted and carried out as far as possible. The latter is very difficult work, but our pupil improves much with his topical recitations.

To enable the pupil to picture clearly and vividly the scenes and incidents of history, pictures, standard prose and poetry selections

are constantly employed.

There are certain difficulties which make the teaching of history difficult; our pupil is not a good reader, he gives so much attention to the words that the thought is lost sight of; we must remember that his vocabulary is necessarily a limited one, that his general information is small, that he has but little geographical knowledge; it is not easy for him to think clearly and logically, his language must therefore be neither very clear nor to the point.

As the work goes on his interest in the study increases, he reads

more outside and is more intelligent in his selection of facts to be

brought into the class. It is not as difficult for him to express himself clearly and intelligently, because he has more to express and the thought is more clear in his own mind.

Now comes the middle of June, to find our pupil somewhat tired after his first year in the Normal school, but happy and triumphant, for having been weighed morally, physically and mentally by his teachers assembled in a solemn teachers' meeting, he hears his name read among the list of those who have been considered worthy of being Middlers another year.

### MIDDLE CLASS.

The first of October finds our pupil back again, after a three months and a half vacation; he slips into his place in the class-room and resumes the usual routine of school work.

#### Grammar.

In the grammar class we find him still busy with his language work, still writing letters and compositions; but he is also doing more technical grammar, for the close of the Middle year must find him ready to pass the necessary teacher's examinations. He is taught to parse, analyze and diagram sentences.

At the latter part of the term a month is taken for normal work, and the pupil called upon to act as teacher and conduct the recitation or to listen and be ready to criticise while some of his classmates

acts as teacher.

### Reading.

In the reading class we find him no longer using the school reader. He is becoming more familiar with good authors and their books. He has more elocution. Reading is becoming more of a pleasure and less of a drudgery to him; he can read easily at sight; the words trouble him less and he gives more attention to the thought.

# Spelling and Writing.

There is no change in the plan of teaching these branches. As our pupil will go out to teach at the close of the term, he should be able to write a plain and accurate blackboard hand as well as to be expert with pen and ink. Much blackboard drill is necessary in order to make this possible. We notice great improvement in both the spelling and handwriting, As a preparation for future work we sometimes find the pupils changing papers and doing the correcting themselves; they are thus taught to criticise their own and each other's work.

# Geography.

As stated before, the idea of the Junior work is to give the pupil a general idea of the world as a whole. In the Middle term the subject is taken up more in detail; political and physical geography are combined in order not to separate them too much in the mind of the

pupil. In other years we have had one year and a half of political and a half year of physical geography; this year we have given two years of geography. The methods of teaching are pretty much the same as in the Junior year. There is a good deal of map drawing and moulding; whatever specimens or illustrations can be secured, are brought into the class room.

Imaginary journeys are taken and written out by the pupils afterwards. Books of travel are secured from the library and read by those interested. Good descriptions are brought into the class and

read. Everything Is done to make the places seem real.

### History.

We find our pupil still occupied with United States History. We notice that he has a broader knowledge of his subject. As he reads more easily he makes more of outside reading; his increased geographical knowledge helps him in locating scenes and events; his increase in command of language aids him in comprehending and reciting his lessons. He can bring in a clear and comprehensive set of topics and can recite from them; he asks intelligent questions; he can answer intelligent questions.

### The News.

Before leaving the history we must stop long enough to speak of the daily news, which is given by the pupils at the close of the open-

ing exercises in the morning.

It is evident that the daily papers have been well studied for items of news. The exercise is short but often spirited and interesting; the various questions of the day come up and are discussed. Later on in the day, the library is open to those whose interest may lead them to further study of the papers. For those not as interested or with less time for reading, there are bulletin boards at the entrances of Academic Hail; where they are passed by students more than half a dozen times a day.

#### Arithmetic.

We find our pupil at the blackboard; we notice that his work shows great improvement in neatness and general clearness. We listen to his explanation and find that it shows corresponding clearness of thought. Now and then he is questioned as to some point not quite clearly brought out. His example is illustrated by a drawing, and to this his attention is called now and then during the explanation.

On the table is a box of inch cubes; these, when taken together, show a cubic foot; our pupil is not thinking of the figures alone when told to think of a cubic foot. That be does not work for the answer alone is proved by the following: his teacher told me that some time ago his class was given an example to work out of the class room; the answer was in the book but did not agree with that found by the students. Not one student brought in the book answer. Each had worked the example and proved that the book was wrong; A great many practical examples outside of the book are given

sometimes the students are required to make up their own examples, illustrating certain principles. Oral Arithmetic is not omitted, considerable oral drill preceding the written work.

## Physiology.

The study of physiology begins with the last half of the Middle year, and lasts through the term. In teaching the subject, everything as far as possible is illustrated; the two compound microscopes and the solar camera are of great value in doing this. The students are invited to drop in after school and see specimens which have been secured for the purpose. Their interest is proved by the fact that they seldom fail to report when invited. An effort is made to have the specimens, as far as possible, those which the pupil will be able to find for himself when out teaching.

All the practical questions which can be thought of, or found, are asked. There are emergency talks and lectures. The chief difficulty is the lack of time. As it is necessary to know something of all the organs of the body, there is no time for special study of any

set of organs.

The teacher thinks each student should study at least one set of organs in the laboratory; some have done this out of school hours but many find it impossible on account of other duties.

# Practice Teaching.

When the teacher of methods meets her pupils for the first time, she is met by the smiles, half nervous, half amused, of the pupils. They begin to realize that there are but a few months more between them as pupils and teachers, for our students must all go out at the close of the Middle term and teach a term before they can return as Seniors. The object of this somewhat original plan is to return our students to us more mature and with a more intelligent idea of what they are being fitted for.

In dealing with the class in methods, the idea is to lead the pupil to discover for himself the underlying principles of education, and to

observe and study the modern methods of education.

Classes of children are brought into the class, when possible, and lessons given, which the pupils watch and alterwards describe and discuss.

With our class of Middlers, it is impossible to give any chance for practice in the training school. They must take their first training in their own little country schools, under the rather doubtful criticism of parents and children, who too often prefer the old to the new, and object to learning anything they do not get from a book. Bringing objects into the school room is playing; teaching the children to read by any other method than the good old A, B, C, method is heresy.

Whatever aids our pupil teachers do have, must be provided for by themselves. Indeed, they must consider themselves lucky to have

a tight school house and seating accommodations.

Here we must leave our pupil for a year, to meet the trials and temptations which will surely come. It rests with him whether the close of his first term of teaching finds him a broader, stronger man, or whether succumbing to evil influences and temptations, he finds himself only the weaker and worse off for this year of teaching. That it will be one or the other is certain.

### SENIOR YEAR.

The beginning of the Senior year finds our pupil back again after

his year out as a teacher.

He is older and more mature in every way. His experience has given him a clearer insight into the needs of the people, he feels the necessity of making himself more fit to work among them. He enters into his position as a pupil with all the more zest and interest after having played the part of teacher for a year; he appreciates the advantages of the school all the more for having been deprived of them for a year.

Let us follow him through this, his last year's work.

## Literature.

His literature teacher reports that she is trying to keep three objects in view in teaching this study.

1st. To increase the love of reading and appreciation of good

literature.

and. To cultivate the power of expression.

3rd. To give some knowledge of the history of literature in England and America, and some acquaintance with the lives of some authors; enough to associate the principal authors with the periods to which they belong, and to understand something of the historical connection of the periods, the relation of historical changes to the progress of literature.

This year she has devoted the first six weeks to lessons on style and different kinds of composition, figures of speech, etc. The pupil takes notes; the work is always illustrated by reading matter drawn

from the library.

The pupil has exercises in composition writing in the different prose styles: writing descriptions, narratives, speeches, lectures and essays; sometimes he studies a poem and expresses the gist of it in

a paragraph or an article, or in the topics of a composition.

He has a text book. Trimble's Manual of English and American Literature. His teacher regards it as the best book she has found for our pupil, on account of its clearness and simplicity. She feels, however, that it may be better another year to do without the text book until later on in the term, and to give instead more reading from authors. After leaving here, our pupil seldom has access to any private or public library, the greater part of his reading must then be done while he is in school.

The text book is valuable as a reference book, and the pupil will

find it a valuable addition to his library after he leaves school.

The pupil also draws charts of the periods, adapted from the "Kate Sanborn Literature Charts."

## Reading.

The Senior reading class is in close relation with the literature class, and is a great help to it. Reading is now a great pleasure to our pupil, no longer a drudgery. Shakespeare is read and enjoyed, valuable and appropriate selections are picked out and enjoyed and

committed to memory. Other standard poetry and prose selections

are studied.

There is some normal work done in the class. The Senior is appointed to act as a teacher, sometimes giving lessons appropriate to his own class, sometimes acting as a primary teacher and giving the lesson as to little children.

## History.

In the Senior year our pupil takes up Ancient History. Swinton's Outlines of History is used as a foundation, with as much additional outside reading as possible. Sometimes special topics are assigned for preparation; there is more or less written work, according to circumstances. Analysis, comparisons, summaries, "thinking questions" are made use of; those from Sheldon's History being particularly valuable. Five or ten minutes of each recitation are taken for review; as each subject is finished there is an examination; maps and pictures and prose and poetry selections are constantly brought into use.

#### Mathematics.

Arithmetic is finished in the Senior year; no higher mathematics are taken. The study of Book-keeping is begun the last half of the term. A regular set of single entry books is kept, the pupil considering himself one of the partners in a retail business concern. There is much practice given in making out the necessary business papers: bills, notes, recepts, etc. The idea is to give the pupil sufficient knowledge of book-keeping to enable him to keep a simple set of books for himself if he goes into business, and to give him a knowledge of the form and value of the various business papers in common use.

## Physical Science.

Our pupil has indeed been fortunate, for he is one of the first to enjoy the privileges and luxuries of our new Science Building, with its large and well equipped lecture room, its laboratory, its work

bench and its apparatus room.

The teacher reports that the pupil has drawn conclusions more from observation and less from books this year. He has a text book to which he refers for definitions and statements of facts after these observations have been made. He is also referred to other books outside of the text book.

Those of the students who have been able to give the time have

worked regularly in the laboratory.

To make the work more practical and to show the pupils the practicability of introducing natural science into the primary schools of the South, classes of Whittier School children have been brought before the Seniors and given lessons in such a simple way and with such simple apparatus, as to prove that, even in the country schools of the South, with all their discouraging conditions, science may be introduced and the children led from the first to observe, talk and write of that which is going on about them.

### Civil Government.

## Political Economy.

The teacher of these two branches reports that she is trying to accomplish the following:

1st. In teaching Civil Government, to give the pupil a clear idea of the various parts of a government so that they will know just where the responsibility lies, if any part of the population does not receive full and equal protection before the law.

and. In Political Economy, to give the pupil an idea of the great natural laws that underlie the structure of human society, so that they may understand, as far as possible, what a government can do and what it cannot do to secure the prosperity of a people.

There is very apt to be, on the part of the boys, a political prejudice which is sometimes so strong as to prevent their seeing clearly an argument which runs counter to their political beliefs.

Many of the girls do not read the newspapers enough to know what is going on in the world, and so as to be able to bring examples and illustrations into discussions.

As a text book in economics, Bowker's Economics for the Peo-

ple is used and found satisfactory.

In the study of Civil Government, Macy's Our Government is the

text book used.

In both studies, the teacher has relied much upon the reading of the newspapers, and has tried, by questioning and by giving her own daily newspaper with the passages marked, to show the pupil how to use the information obtained from the class room and from the newspapers.

## Psychology.

In spite of the constant rush of business which makes it impossible for the Principal to be often seen in the Academic, the Senior class, before it leaves, always enjoys the privilege of meeting him as a teacher.

The hours spent in discussing and reading over the principles of psychology are profitable to both teacher and pupil; the teacher becoming better acquainted with the class which he is soon to send out, the pupils enjoying the privilege of meeting, as a teacher, the one they have before this known only as their Principal.

## Practice Teaching.

On first entering the Practice Teaching class, after his year is out as a teacher, our pupil generally expresses himself as well satisfied on the whole with his experience in the school that he taught He has introduced the modern methods with success, his work has been satisfactory to both pupils and parents; if there was any trouble it came from unavoidable circumstances.

Now comes the time, however, when he must stop talking about what he did, and show by his teaching at the Whittier what he

can do.

It is noticeable that as his practice and observation at the Whit-

tier increases, his confidence in last year's teaching decreases.

The Senior who recites glibly in Economics or Ancient History, stands trembling before the class of children at the Wnittier. He wishes his critic teacher would be called elsewhere. The children are weighing him with their sharp little eyes and are glorying in his discomfiture.

The lesson begins; teacher and pupils forget themselves and each other in what is being taught. The first criticisms are not encouraging; it was not so dreadful after all. As the term goes on, the children learn to know and like him, they greet him with a smile. He becomes more expert in teaching; the criticisms are more severe, but probably the most severe come from himself.

In the Method class, he tells of difficulties he had while out, and what he knows he might have done to overcome them. The inexpensive and usually hand-made apparatus seen and used in the Whittier, furnishes hints as to his own aids for another year. At the close of the Senior year, he will take with him, as a graduate, a set of inex-

pensive and simple aids for teaching.

A three week's Institute at the close of the term, usually conducted by some noted northern educator, assisted by the regular teachers, supplements his work in teaching, and sends him out better prepared in every way for his work as a teacher and leader of his people.

#### FINAL.

And now comes the close of the Senior term, usually the happiest and most profitable of all terms. Our Senior is reminded of the fact that Commencement is near, by hearing his name read among others as a candidate for the valedictory.

He must compete for it, but the fact that he has been allowed to write, proves that he has been considered worthy of the honor, al though his essay may not give it to him. If not valedictorian he

may be asked to read his essay.

A few days before Commencement, come the final examinations, which seldom show anything the teachers do not know before; a few weeks previous to this, he has been given an examination in Junior arithmetic, history, geography and grammar, the object being to see whether he is able to pass an examination in those branches which he will have to teach.

And now, having passed safely through the various ordeals of the term, a final teachers' meeting decides that he is worthy of Hampton's diploma, and he goes forth to show for himself by his

work for others, whether he is or not.

Let us hope that each year away from Hampton may only prove him the more worthy of the interest, good will and confidence of his Alma Mater.

E. HYDE, Teacher of Methods.

### Social Life.

One Saturday evening the following notices were given out at prayers in Virginia Hall Chapel; "The girls of the Night School are invited to the girls' cottage this evening; the Junior Class is invited to the Gymnasium; the Normal School Debating Society will meet

in the Assembly Room at Academic Hall; the Old Dominion Debating Society will meet in No. 21, in the same building; the Indian

boys are invited to Winona."

For one engaged temporarily in the study of Hampton's social life, this was an opportunity not to be missed. A congenial spirit was found, and we awaited together the ringing of the outside bell, which usually announces the beginning of social pleasures here. Our place of waiting was a cosy parlor near the girls' cottage, and very soon we heard sweet singing coming from that quarter and occasionally the sound of the banjo. The spirit of the music changed frequently from grave to gay. "Nobody knows de trubble I see" was followed by a jolly college song, and that in turn by "Way down upon the Suwanee river." We felt as if we would like to spend the evening where we were, listening to the sweet singing, for it was truly sweet, the voices round and full, and always in perfect harmony. But the bell rang, and we started on our social round. We first bent our steps toward the Gymnasium, which was brilliantly lighted and looked attractive in itself. We found a happy company, chatting together, some playing checkers, that game which never fails to have its votaries, however gay the scene, and the majority preparing for a game; "The Shaker Dance," they called it. Boys and girls adorned their heads with handkerchie's, worn according to the peculiar taste of the wearer, and then stood upon the floor in two long lines, waiting for the teacher to unfold to them the mysteries of this new game. "I put my right hand in, I put my right hand out, I give my right hand a shake, shake, shake, and turn myself about." Then the two lines turned and marched down the room, presenting a very funny appearance as they bobbed their turbaned heads and shook their hands in time to the spirited music played by one of their classmates. We left the company in the midst of the game, which is continued through a series of evolutions equally interesting to those engaged in them and to the lookers on. Round the doorway stood a few boys, looking in rather wistfully. "Go right in," said my companion. "But we are not invited," they responded. There seemed to be no way out of this difficulty, so we left them to get what consolation they could out of these "stolen joys," and wended our way towards Academic Hall. But the Recreation Room was lighted. Of course we must peep in there. The Recreation Room, which was added to General Armstrong's house about six months ago, is almost always in use on Saturday evening. It is one of those places about which one says, "What did we ever do without it? "Teachers and students alike have had many jolly times there, for it has unusual resources. "Battledoor and Shuttlecock," "Bean-bags," and Cue-alley," are among the many attractions, and invitations to the Recreation Room are gladly accepted. Two "tens" with a teacher were spending the evening there. As we went in, a confused babel of sounds reached our ears. "Iowa, Illinois. No, that's a State, Indianapolis," etc. Twenty girls. all in a greater or less state of excitement, were seated in front of a teacher, who held up the letter U. "The one who first calls out the name of a river beginning with this letter may have the letter," says the teacher. Some one in her excitement calls out "Yukon," which creates a laugh. "I." says the teacher. "Ohio," calls out another excited member of the party. There was such a tremendous amount of geographical knowledge displayed that we decided not to stay

longer. We might be asked to take that teacher's place and by this time cities, rivers and States were pretty well mixed up in our minds. As we left the room we heard a chorus of voices, and then the question, "Who said it first?" We couldn't tell, we knew, so we went on our way. "The Normal School Debating Society meets in the Indian Asssembly Room." Thus ran the notice, and we went according to directions. The Blair Bill was under discussion, the question being, "Resolved, that the defeat of the Blair Bill was a good thing for the country." The pecuniary side of the question, as it affected the teacher, seemed to appeal to the gentleman who had the floor when we entered. He said that if the Blair Bill had passed. teachers would have had fifty dollars a month salvry instead of twenty-five, a point certainly not to be overlooked. We soon saw that the audience was a very critical one before which to make an address. The next speaker found a good deal of trouble in keeping his place in his manuscript At each halt of what seemeed to the audience more than the proper length of time, a clapping of hands and the shouting of "Time, time," by one or two, annnouced to him that he must hasten on. He seemed composed however, and after remarking once, "You wait, I'll find it all right," kept on with calmness to the end. From the copious notes taken by the critics, we judged that he would have still more to endure afterwards.

We climbed still higher, and entered No. 21, as the Old Dominion Debating Society were apparently discussing the subject of Temperance. The gentleman speaking brought his remarks to a close shortly after our entrance, and we then looked at the blackboard to find that the subject was "Resolved that women be admitted to

the bar or to any public service of the state."

Still we were a little mystified, but the next speaker enlightened He said he heard it to be true that, when a person had been studying any particular subject he wanted to tell other people about it, and that the gentleman who had preceded him had evidently been studying the subject of Temperance, for it didn't bear at all upon the subject under discussion. He plainly disapproved, on principle, of public life for woman. He thought that her place was the family The next speaker took up the cudgel in defence of woman, going so far as to say that it was well proven that woman was as capable of intellectual development as man. A vigorous shaking of heads in certain parts of the room showed that all were not in sympathy with this opinion. We must not linger to give the points of this very good talk. Perhaps we were already prejudiced in favor of the cause for which the speaker was trying to enlist sympathy, but the points were good and the language excellent. The dignity and decorum with which both of these meetings were conducted might have taught older debaters useful lessons. The clock was on the first stroke of nine, and a Grand March had been annonuced at Winona for that time. So we found our way down again and had a pleasant walk, in the mild summer-like April air to the last—but it wasn't the least entertainment of the evening. On the way we had to pass the Girls' Cottage, and of course went in. The festivities of the evening seemed to have culminated in a treat of lemonade. The girls were seated about the parlors sipping the cooling drink and chatting merrily. We were urged to stay, but hurried on to Winona. Both boys and girls were gathered there in the Assembly Hall and room adjoining. There

was a pause in the proceedings. All were resting before beginning the March. It was reported that the evening had been unusually gay and that even the graver and more sedate of the boys, who look upon games as rather frivolous, had joined with zest in games like "Drop the Handkerchief" and "Boston." Soon an announcement was made to the effect that a gentleman who had visited here during the winter, had sent down a cane and a set of grace-hoops to the young man and young woman who should be judged the most graceful and dignihed walkers in the Grand March. The music began and with a serious air; as if fully appreciating the importance of the business in hand, a line of marchers steadily increasing in length, walked about the room. First they walked in couples, then they separated into two lines facing each other, and with hands out-stretched formed an archway through which, one by one, the couples passed. For half an hour the contest lasted, and we feel sure that the judges must have had a hard time deciding who should have the prizes. After the Grand March was over, some Indian Clubs were produced and we left the company laughing over the struggles of some ambitious youths who, pencil and paper in hand, had taken some very unstable seats on these clubs laid flat upon the floor, and were trying to balance themselves long enough to write their names.

There are many Saturday evenings like this at Hampton. The pleasures are simple and kept within reasonable hours, and enjoyed all the more on that account. Several times during the year the students have met together in the Gymnasium. One of these social occasions was dignified by the name of "Tag Party." Six nundred conundrums and answers numbered were distributed among the students, the boys receiving the questions and the girls the answers. The endeavor to find the answers to these conundrums made a great

deal of fun and a very social evening.

The Quiz Sociable was novel and interesting. Questions could be heard in all parts of the room. "How many beans in this cup?" "How high did you say it was?" "You think that feels like fur?" Twelve different guesses were to be made. The presentation of a red star meant success, a blue star failure. The red stars gave out first.

One entertainment for a charitable purpose has been given this year. One of the tens held a fair for the benefit of an orphanage started by a former member of the School. Cake and ice-cream were sold at reasonably small prices, and so eager were the purchasers that

the supply was not great enough for the demand.

On Feb. 8, Indian Day, interesting exercises were held in Virginia Hall Chapel. The Red-Letter Days of the year were represented by Indian boys and girls dressed in picturesque costumes, who recited appropriate quotations or gave original addresses. A charming little page introduced them and added greatly to the interest of the

occasion, by the spirit with which he performed his part.

The Senior Entertainment took place early in April and was a great success, "the best yet," some said, but of course opinions differ on that point. The class of '90 is very musical, and the singing which formed the greater part of the programme was unusually good. Special mention should be made of the closing chorus, which was finely given. Some anxiety was expressed beforehand as to whether the various numbers on the programme would "take," but the applause

that greeted each effort soon dispelled all fears. The Hampton Light Infantry might be said to have "taken the house by storm?"

The Temperance meetings have been held once a month as usual. Various musical clubs have helped to make the programmes bright and interesting by the selections they have furnished from time to time. The Executive Committee have found some difficulty in preparing programmes which should both instruct and delight the audience, but the attendance has been good all the year.

The New Year's Receptions, which have become a regular custom, are still spoken of with enthusiasm. Teachers, assisted by the girls, received in the different parlors about the school grounds and

all enjoyed the day.

Among the social institutions must be mentioned the two Holly-Tree Inns. A visit to the young men Holly Tree, with its sunny, comfortable dining-room and delightfully suggestive odors of well-cooked food, makes one understand why it is a successful institution. After the hours for meals are over, the dining-room becomes a cozy sitting room, and a feast of reason and flow of soul follow physical enjoyment.

One of the new rooms added to General Armstrong's house has been given to the girls for their Holly-Tree sitting room. As soon as school is over the room is occupied, and not only the room, but the steps in the rear. Those who have pennies to spare make their investments, and those who have no pennies enjoy talking with their friends, perhaps anticipating the time in the future when hot coffee

and gingerbread shall fall to their lot, too.

In our Saturday evening tour of the grounds, we came upon a ten. The formation of these bands of ten among the girls throughout the school has been found not only profitable but full of pleasure to both girls and teachers under whose care they are. Besides lending-a hand in various directions, they often meet for a good time together. Some of these tens resolve themselves into walking clubs as the weather becomes warm, and one often meets them about the grounds with their hands full of butter-cups and other spring flowers. We wish they had more time to cultivate the acquaintance of Dame Nature.

Since the Recreation Room has been available, Sunday night sings have become almost a regular custom. The young men of the Night School are often invited over there between tea and evening prayers. After the sing, they sit about the room and listen to some short story read by one of their teachers. Each one of these occasions is like a little bit of home life which students in a school as large as this miss and of which they must sometimes feel the need.

The upper stories of the Science Building have become a social centre for the members of the Theological Class. Their bright, airy rooms are very attractive and the views from their windows might furnish illustrations for many sermons. On the same floor is their library, and a large, pleasant room below serves as recitation hall and sitting-room. In this building, as in the other dormitories, cleanliness and order prevail. Simple devices for adornment—flowers in the window, clean, gay-colored paper on table and toilet-stand, give an air of comfort to quarters otherwise bare and unattractive. In the young men's cottages much depends upon the janitor. He is

the housekeeper and homemaker. If he is ambitious and anxious that the fooms under his care should present a good appearance, he

is likely to inspire the occupants with ambition, too.

Visits to the Wigwam and Winona Lodge, give one an insight into the home and social life of the students of the Indian School apart from the occasions when they meet with the rest in the gymnasium on some general holiday. Winona is the social centre. The frequent gatherings held there are an important means of education. New ideas are given to these whose education socially has been connected to the experiences of the camp or to life in frontier towns. Saturday evenings are often spent at Winona, sometimes in playing games, or in listening to intertainments given by one of the two clubs—the Lend-a-Hand or the E. S. G., the latter an enterorising club of girls. On one occasion an animated debate took place, both boys and girls taking part in the decision of the question. A surprising number of musical instruments have figured at some of the Saturday evenings: the guitar, fife, cornet, triangle, mouth organ, and piano being on the list of possibilities.

The life of the Indian boys in their home, the Wigwam, is best described in the words of their house-mother, who says "The general social atmosphere of the Wigwam is quite satisfactory. The effort is to make the boys care for a home life, rather than to arrange

any formally social hours for them.

If their sitting-rooms can be so pleasant that instinctively they go to them to talk over their ups and downs, to plan for work or play, to seek sympathy or advice from those in charge, the love of home will grow. This year, even the shyest of the new boys naturally gather near the round table with its pictures and listen with evident pleasure, although as yet, they may not add much to the general conversation. The Gymnasium socials for the whole school are entered into by the boys, and the occasional Saturday evenings

at Winona are thoroughly enjoyed."

If any one is asked what he remembers about his school days, he is not apt to quote long sentences from his Geography, nor will he favor the questioner with mathematical calculations, but is likely to say, "I remember such and such a friend." or, "those good times we had when we met tovether,"—it is the social relations that cling. In the daily meetings of our students here, lasting impressions are made, and that those impressions shall be both pleasant and worthy of remembrance is the aim in all the efforts put forth in the line of amusements. In every school, the question "what shall be done in playtime?" needs much thinking over. It is comparatively easy to say what shall not be done, but to devise amusements both suitable and caculated to accomplish the primary object for which they are devised, the entertainment of the student, is another matter.

Many do not know how to employ their leisure, not having resources in themselves. The one who is absolutely idle in his spare moments is ready to yield to any temptation that offers itself. "All work and no play makes Jack a dull boy," but be sure that Jack has

the right kind of play,

It is often the case that graduates from here, both Indian and colored, go back to communities where they not only give instruction in reading, writing and arithmetic, but must also be educators in so-

cial customs. With them, the matter of entertainments needs to be seriously considered. Their missionary work is many-sided, but perhaps none is more important than that which they do among their people socially.

"Blessed are the missionaries of cheerfulness."

F. E. Chickering.

Teacher.

### General Review of Industries.

The industrial system of the school is the part of its work which is most unique and that, consequently, excites the most interest and questioning from visitors. One question that is often asked is, "Do you teach all your scholars trades before they leave school?" and disappointment seems often the result of the answer, "No, we do not teach them all trades, although all must work in some department of industry during their stay in the school." In making the industrial report for this year, I shall divide the industries into three classes.

(1.) Those purely educational and which do not contribute to the support of the student. (2.) Those in which the industrial education of the worker is the chief object and support of the student is of secondary importance. (3.) Those in which the chief object is the support of the student in the school, or the work to be done, and in which industrial education is secondary.

In a school constituted as ours is, of members of two races, all of whom are soon to return to the circumstances from which they are temporarily withdrawn, it has required much thought and many experiments to establish an industrial system that shall fit the needs of all, and that will serve an education where education is wanted, and

as a means of support where support is the chief need.

When the school was first established, the problem that presented itself was, how shall we educate the newly freed Negroes in such a way that, while they are receiving their education, they shall be able to maintain whatever self-respect slavery has left to them, by contributing by their own labor to their own support? This question was answered in the beginning by the purchase of a farm on which the boys could work, and by having the girls do what making, mending, housework and laundry work was required for the whole school; out of this simple beginning, our whole complicated industrial system, designed for meeting the needs of two races of very different national characteristics, present circumstances and preliminary training, has grown.

The Negro, living among the appliances of our modern civilization from his youth up, comes to us at the beginning very often with a fair amount of industrial training, but with no money wherewith to pay for his support while he is engaged in fitting himself to teach among his own people. To such applicants, the first object is not to learn how to work, but to have work of some kind to do, and to these the school offers opportunities of various kinds. There are various trades in which a skilled workman is always acceptable;

there are places in the barn or on the farm in which previous training may be put to good use and may turn to money on a boy's account; should he be good at housework or in kitchen, dining room or laundry, he can always find work in abundance which will help him pay his way through the school. With the girls who come, too, we have many who have had thorough training in one or all of the domestic arts. Such girls are always in request and have no trouble in finding ample opportunities for self-support, and a new teacher may be added to the number of those now engaged in the public schools of the South, through the opportunity to turn into book-learning, the industrial education already received somewhere else.

But there are comparatively few who come to us with any special skill, and much of the labor that goes into our industries is neither skilled labor nor apprentice labor, but is made up of the great body of unskilled laborers who come here to work a year or two at whatever work the school may be able to give them, to lay up a balance for use while in the day school. Among these workers, the thought is not so much to learn how to do any particular kind of work thor oughly well, as it is to do it well enough to lay up money. Such workers as these are found in all those industrial departments where there is any position for unskilled laborers: they are in the saw mill. on the farm, in the kitchen as dishwashers and pantry boys, in the dining rooms as waiters, in all the cottages and smaller buildings as house boys. Among the girls too there are many of this class, who have had no regular training and who do nothing especially well, but who can do plain sewing, plain washing and ironing, scrubbing, mending, etc. These are distributed through the various industries. and, while they are working, are taught to work better than they could when they began. They leave the school with more skill than they had when they came, although they have not learned a trade. They have learned how to work steadily and regularly, to attend promptly at certain hours to certain duties, and have gained new ideas of the value of manual labor as an element in education and a help out of pecuniary difficulties.

The third class among our colored students, is made up of those who come to the school for the purpose of learning trades and who care less for the book learning that the school affords than for the industrial education. Students of this class work for three or four years at their trades, taking at the same time, work in the night school, and then sometimes enter the day school and finish their course there, but often leave when they have learned their trades. These we find as regular appientices in the various shops: the printing office, the harness shop, the paint shop, the blacksmith and wheelwright shops, the carpentering and woodworking department of the Huntington Industrial Works, the machine shop, and everywhere on the place where a trade can be learned. Some of the best work that the school does is in this matter of teaching trades; for the openings in the South where a colored boy can learn a trade are very tew, and in the North still fewer, as the trades unions are in most cases banded against the Negro throughout the North.

In addition to these three classes of colored laborers, for whom our industrial system must provide, there is still another complica-

tion introduced by the addition of the Indian students. Here we have new conditions altogether; we have here no need of work as a means of self-support, for government provides each Indian student with support during his stay in the school, but we must have the work as the means of education, as the only means by which the civilization learned in the East may be kept when the student returns to the West. The industrial system for the Indians must then be on a different plan, and the educational part of it must be first and fore-This we find in the organization of the work for both girls and boys in the Indian department. Instead of assigning one girl to the laundry, another to the sewing room, a third to sweep and scrub, each according to her especial ability, each girl must do her own sewing, must wash and iron and mend her own clothing, must scrub and sweep her own part of hall and corridor, as well as take care of her own room and all of her personal belongings. must have, too, some idea of the very necessary art of cooking, but this cannot be made as thoroughly practical as other parts of housework, but must be taught in classes in the cooking school. The Indian girls are not paid wages for the work done, as it is all done for then selves, except where a girl has the care of a teacher's room, or some other work that really deserves pay; but a part of the money received from the govern i ent for their support is given to them in the shape of an allowance, that they may learn how to use money judiciously, in the purchase of such little things as they may need to complete the simple wardrobe supplied them by the school. This allowance is greater or less according to the thoroughness and value of the housework done, and losses of clothing from carelessness of any sort must be made good from this allowance.

In the same way, a thorough course of nine months in the technical shops is given to the Indian boys, so that they may know the use of the various tools necessary for a carpenter, wheelwright and blacksmith, and may be able to construct or repair for themselves many of the things necessary for civilized farming when they are thrown upon their own resources, as they are likely to be to a great extent, upon their return to their home. This technical course each Indian boy is expected to take; and then, if he shows a special aptitude for the handling of tools, he may go out and take some one trade thoroughly in the regular training shops, or he may work on the farm and gain a knowledge of the various agricultural processes that will be of great value to him when he takes up his land in severalty and

settles down to cultivate it.

In arranging the reports from the industrial departments this year. I have tried to put first the departments in which the educational idea is the controlling one, and where the student works with the simple idea of learning how to do the work; thence going on to departments where the idea of earning wages for self-support is more prominent, although in all of the industries the education of the worker is kept in view.

1. The first group of industries, then, will be those which are purely educational, with no thought of aiding the student through wages.

First in this group comes the Winona Household Department, under the supervision of Miss J. E. Richards, in which all the work for the Winona household, consisting of 47 Indian girls, is done by the girls themselves. The girls board in the regular School boarding

department, but with the exception of cooking and dishwashing, they find in the Winona housework, all the kinds of work to be done in any household, and are all of them taught to do each kind that they may have to do when they return to their homes. The family of 47 is small enough, so that there is no need for the division of labor, and the education of the girls is best advanced by distribution instead of division. Diversification of industries is the principle on which the Winona Houshold Department is run, and that it is a successful one there is proved by the spotless condition of hall and corridors, by the snowy lined that each girl submits for inspection after her weekly lesson under Miss Washington, with wash tub and flat iron, and by the neat and tasteful dresses that the more experienced sewers are able to make for themselves under the guidance of Mrs. Seymour in the Industrial Room.

We see the same principle-education rather than the greatest amount of production-in the Technical Course in the Indian Training Shops, where 21 Indian boys, under the instruction of Mr. Chas. Mi-Dowell, are going through a nine months' course in the use of tools. They begin their work in the carpentering room, where they take a three months' course in sawing, planing, fitting joints of various kinds; and then, when they have learned how to make good honest boxes, tables, benches, etc., they are promoted to the wheelwright Here they learn the mysteries of work in hard woods, oak and ash, and how to cut and fit together the wooden parts of carts and wheelbarrows. Three months here fits them for the highest room of all, the smithy, in which the pupils learn to strike while the iron is hot, and to make the iron work for their carts and wheelbarrows, beside constructing chains, tongs, hammers, and other iron tools. Most of the Indians, when they come into the Technical Shops, have never handled tools before; many of them have never worked in their lives; and the nine months' course is not only educating to the muscles, and of value in training the hands to do with ease the bidding of the brain, but is stimulating to the brain as well: for originality and independence are encouraged among the scholars. with the result of producing greater interest in the work they have to do and greater confidence in doing their work alone without the constant oversight of the instructor. Mr. McDowell reports greater interest and better work this year than in previous years, although "la grippe" here as everywhere has been a serious drawback, and interfered much with the regularity of the workers during a part of the

Beside the regular nine months' course, there are classes in carpentering under the charge of Miss Katherine B. Park. Eighteen Indian girls have in this way taken one less on a week in the use of tools, and six little boys from the Whittier School have had the benefit of her instruction. Less work has been done in this direction this year than usual, but Miss Park hopes for a greater number of classes another year. She would especially like some of the colored girls from the Middle Class under her tuition, as the knowledge that they would gain would be of great service to them in rendering their rough country school houses a little more habitable, and in constructing many little things as aids to teaching that the country schools cannot afford to supply. The course in these classes is quite simple.

The first thing that the learner makes is a bax, and in this first lesson she learns the use of most of the ordinary tools; next comes a little wooden cricket, and after that has been well constructed, the learner is allowed to choose what she will make next, and is given the result of her labor. Shelves and tables are the usual things chosen. One of the boys in the Whittier class is making himself a goat cart, and has sawed the wheels for it out of hard pine, with great labor and pains. But the thought of the cart makes the labor light, and gives

him a stimulus to do his work thoroughly.

In this same group of purely educational industries, we must include the Cooking School, conducted by Miss Bessie Morgan. Here the Indians and colored girls are taught how to make simple dishes in a course of twenty lessons. Every morning eight Indians girls, and every afternoon eight colored girls, meet Miss Morgan in the pleasant little kitchen back of the Mansion house, and there in caps and aprons, stir and beat and knead and flavor according to the directions given them, until they have concocted some dish, the proof of which is in their own eating. The expectation that they are to eat the results of their labors, serves as an incentive to careful preparation, and the pleasant little Holly Tree Inn opening out of the cooking school kitchen affords a cosy dining room where the cooks can consume the work of their hands.

The Holly Tree Inn is not for the cooks alone, however, but is largely patronized by the girls of both races, who, like boarding school girls the world over, regard little feasts (here usually limited to five cents in the matter of cost) as occasional necessities between meals. The biscuit, coffee, ginger bread and cake made by the Night School girl in charge of the Cooking School Kitchen, find a ready market here, and usually, after school in the afternoon, the place is

filled with a company of jolly girls.

The largest cash receipts for any month this year from this source, are reported at \$25.95 during the month of March, a sum that does not more than cover the cost of production of the articles consumed.

These are all the industries that can be included under the head of purely educational, and contributing not at all to the support of the students.

II. The next group will include those industries in which the educational element is still foremost but which do, at the same time, contribute to the support of the students.

First among these I would place the Indian Training Shops, under the charge of Mr. J. H. McDowell, Manager. A part of the work of this detartment I have already mentioned in the Technical classes, but these are by no means its main work, but only a recent addition to the older establishment known as the Indian Training Shops, in which both the Indians and colored apprentices are taught full trades. Of these the Carpenter Shop, under Mr. John Sugden, Foreman, reports 13 Indian and 5 colored apprentices now on the list. Of these, 8 of the Indians are working one half day every day, and five give two days' work in the week. The five colored students work every day and all day, attending the Night School. That this work has been productive, and that the workers have fairly earned their wages, is shown by the record of the work done this

year. The new Treasurer's office, now nearly completed, has been constructed by this department; also a new pantry in connection with the students kitchen, a new shed in the woodyard, and alterations and repairs in the Teachers Dining Room and Kitchen, in addition to all the repairs and small jobs that must constantly be

attended to on such a large place as this.

The Harness Shop, under Mr. Wm. H. Guddis, a former student of the School, who learned his trade in the very shop of which he is now foreman, reports 3 Indians and 3 colored apprentices, the Indians working hail of every day. Of the colored students, I gives full time to the work and attends Night School, I works four days in the week and the other only two days. In this shop the product for the year has been, 26 sets of double, 12 of single, brass and Nickel mounted express harness. These sets of harness were made in fulfillment of orders from Mr. Wanamaker, of Philadelphia, and from Washington Express Co.'s. In addition to the express harness this shop has constructed 3 sets silver mounted coach harness, 3 sets silver mounted buggy harness, 3 sets plough harness, and has attended to all repairs for the School as well as some outside work.

The Paint Shop, under Mr. J. F. La Crosse, Foreman, employs I Indian on half time, 4 Indians two days in the week, and two colored students on full time. This department has done all the painting and varnishing on and within the New Science Building, has re-painted General Armstrong's house, the Parsonage and the Engine House. Has done new glazing for the H. I. Works, the glazing in the Science Building, and whatever re-glazing has been necessary on the School Buildings. This shop has also done all the kalsomining in the new buildings, the varnishing of the new furniture, and made all necessary repairs in its own line.

The Shoe Shop, under J. E Smith, Foreman, a student who is now over the shop in which he learned his trade, employs 3 Indian apprentices on half-time and 6 colored students on full time. It has made during the year 649 pairs of shoes for students, and repaired 1,532 pairs for students and teachers. Mr. McDowell reports that the amount of work done is greater than ever before in proportion to the number of workers, and that the work is of better quality than

ever be'ore.

The Tin Shop is now only working three days in the week, and with a reduced force of apprentices. Three Indian boys work there two days in the week, and one colored boy works three days. It reports that it has done all the tin work on the Science Building and the Treasurer's office, besides re-tinning the roof of the Principal's house. Beside this it has completed a contract for the Indian office begun last year, for 12,000 pieces of tinware of various kinds, and made and repaired all the tinware used in the School.

The Printing Office should follow the Indian Training Shops, as a place where a full trade may be learned, and where the learning of it may at the same time contribute to the student's support. Mr. C. W. Betts Manager, reports 9 apprentices now learning the trade, 8 colored boys, I Japanese, and 1 white boy. The apprentices are under the immediate supervision of Mr. L. X. La Crosse, the white foreman. Beside the apprentices who give all their time, 3 Indian boys and 1 colored girl work in the office two days in the week. This office

takes on new boys at intervals of two or three months. The term of apprenticeship is four years, but it is here as everywhere through the School, a case for the survival of the fittest, and all who begin do not complete their term of service. The office is always full of business. Besides doing all the printing for the School, a number of weekly and monthly periodicals are printed for outside parties, and some job work is received from the neighborhood, so that this department about pays for itself.

The Blacksmith and Wheelwright Shops, that are a part of the School farm system, and are under the charge of Mr. Albert Howe, Manager, are both directly superintended by foremen: Mr. Corson at the Wheelwright and Mr. Stewart at the Blacksmith Shop, who instruct the student apprentices. These shops have 14 colored and

3 Indian boys learning the trades.

The shops were enlarged last fall to make room for more apprentices, and to make it possible to do more work than they had done before. Mr. Howe reports, "The shops have been more satisfactory than last year. The boys have taken greater interest and made more improvement than ever before. We have had all we could do in all kinds of repair work, as well as in building new wagons, carts, trucks, drays, rafting gear for the H. I. Works," etc.

Under Mr. Howe's direction, too, are the Huntington Industrial Works. This work is in two departments, both under the management of Mr. James Brinson, but only the carpentering and woodworking department should be considered in the present group of industries, whose chief object is education, although the idea of sup-

port to the student is present.

In the carpentering and wood working department, the workers, 14 in number, are regular apprentices. They are all colored boys, and all night students who work every day. The term of apprenticeship is three years. For the first six months the boys earn only their board; alterward, according to their ability, from 50c. to \$1.25 per day. These apprentices are given lessons in architectural drawing and have half a day per week for practice in this direction. They also receive instruction in drawing up lumber bills, etc., and in estimating cost. One of our students from this department is now at the head of the Wood-Working and Industrial Department of the Tuskegee School in Alabama, and is directing the construction of a building there (40 x 50 ft.) which is to be used for teachers' rooms and dining rooms. This building is being made from plans drawn by one of our own students, who is still working at his trade here. Another of our former apprentices is at the head of the Industrial Department in the Texas State Normal School.

The H. I. Works make up building material for the local trade from the logs which come to us in rafts by the dismal swamp canal from the forests of North Carolina. Window sashes, door frames, mantels, stairways, scroll work of all kinds, are made in the woodworking department. Beside constructing model houses in miniature from their own drawings, the students have actual practice on full szed buildings. This year the Works have built, under contract with the School, the new Science Building, also an addition to one of the teachers' cottages. More outside help in the way of skilled labor is employed here than in the carpenter shop of the Indian

Training Shops, as there is more complicated machinery to be handled, and the apprentices must have closer superintendence at first.

Close by the H. I. Works, we find the Engineering Department and Pierce Machine Shop, under the superintendence of Mr. E. O. Goodridge, Chief Engineer, and Mr. F. L. Small, Assistant. In this department, 20 boys are employed, most of them regular apprentices learning the trade of machinists. Of these classified by races, 12 are colored, 5 Indians of different tribes, 1 Chinese. 1 Japanese and 1 Cuban.

Classified as to employments, 2 boys are engaged in wheeling coal and sawdust at the boiler room, 3 are at the gas house making gas, attending pumps, laundry engine, etc., 10 are employed at the machine shop, and 5 are kept busy by outside work, repairs, etc.

The machine shop is still a comparatively new part of the work. and Mr. Goodridge reports as follows: "In the shop, an iron planer has been put in and some wood-working machinery. The work of fitting up this machinery, together with the repair work of the place and work from outside, has kept the boys so fully employed that no time could be given to work of a technical grade. The boys have all shown great interest in their work, and I think have made excellent progress. Outside the shop the principal work has been in re-piping Graves and Marquand cottages, new steam and gas piping in the Principal's house, additional piping in Virginia Hall and in the Wigwam; also the gas and water-piping for the Science Building were put in by students. Some changes have been made in the boiler room, and quite a heavy piece of work done at the gas house in changing the pump so as to make a better water supply. The gas for the past year has been much better than for the previous year. and on the whole manufactured with better economy. I see no extensive repairs just ahead, and it seems as if the work for the coming year should be more profitable for instruction than has been the case in any of the past years.

"Five boys have been given two half days each week for drawing, and considerable advancement has been made. The past year has been but an experiment in drawing, and I see no reason to doubt its final success. The class in Night School has taken free hand drawing under Mr F. L. Small, a graduate in the course of Mechanical Engineering of the Maine State College. After a year's instruction in free hand drawing, the progress in mechanical drawing will be much more rapid, so that after the wheel is once well in motion, good

results may of right be expected.'

The Girls' Industrial Room, under the charge of Miss M. T. Galpin, Manager, and Miss Watts, Assistant, employs all the time 17 work girls and 4 boys who are engaged in learning the arts of tailoring, shirtmaking and dressmaking. 56 Normal School girls and 1 Normal School boy come in, on their work days, to add to the regular force.

 Beside making new garments, the Industrial Room has the responsibility of mending all the worn or torn ones for our little family of abour 400 boys, so that there is never a time when work is slac, and when the girls can find nothing for their fingers to do. The boys who are learning the tailor's trade are taught draughting by Butterick's scale, and the girls have received during the year 300 lessons in draughting from Miss Watts. That the instruction given in the Industrial Room is not in vain, is shown by the letter received not long ago by Miss Galpin, from one of the girls who left the School at the end of the Middle year. She writes now from Arizona for a set of patterns such as are used here, for she has a position as teacher in the industrial room of one of the Government schools for Indians in that territory.

A new industry for the girls was added two or three years ago in the shape of the Grls' Garden, now in charge of Miss A. C. Clapp. The object of this industry is to teach the girls the art of gardening. so that they may be able, with a little outside help, to make for themselves flower and vegetable gardens that will be both a pleasure and a profit to them wherever their lot may be cast in the future. But, though this garden is primarily educational in its idea, it is also an aid to the support of the girls, as their labor there earns the reward of 8c. an hour. Each girl may have, if she likes, a little bed of flowers to cultivate for herself, and from which she may reap the reward of her labors, not in the shape of wages, but in the shape of blossoms for her personal adornment or for the buttonhole of some favored schoolmate, but the real work of the garden is not to raise flowers, but to furnish fresh vegetables to the school tables. The garden is now in a flourishing condition, and the formerly tabooed and boycotted industry has quite become a favorite employment, as the girls have come to appreciate the advantages of fresh air and sunshine, proximity to Mother Earth, and plenty of flowers almost all the year round, as the reward of their health-giving labor. About 40 girls work there part of their time; some simply putting in time before or after school hours for the cultivation of their own little plots, others giving whole work days to the work of caring for the growing vegetables, and receiving the same pay that the boys receive for similar work on the farm.

III. This closes our list of industries of the second group, and we go on to the mention of the third group, in which the support of the

student or the work done is primary, and education secondary.

First in our list comes the Household Department, under the direction of Miss M. F. Makie. This great department of industry includes all the work and workers necessary for the care of our large family of over 700 teachers and scholars. It includes the work of cooking, washing and cleaning house for this number, and must of necessity require many hands to lighten the work as well as many heads to direct it.

Of course, it goes without saying that every boy and girl is expected to keep in order his or her own room, and the responsibility of determining what the word order means is left, not to the discretion of each student for himself, but to certain teachers who have the business of inspecting certain cottages and corridors. Sunday morning inspection by officers of the school is a regular thing for both girls

and boys, but in addition to this, there is an irregular inspection during the week by teachers appointed for that purpose, which insures neat rooms at all times, and not simply a weekly putting to rights for Sunday. The janitor of each of the boys' cottages or dormitories. has also a responsibility in regard to the neatness of the buildings in his charge, and is given sufficient authority to secure obedience to his orders in regards to matters of good housekeeping within his domain. As this labor is distributed among so many, and as each student does the work for himself under direction, there are no wages given for any part of the daily house cleaning except the care of the public property, corridors, assembly rooms, dining rooms, recitation rooms, etc. Here the labor is given to different scholars and the work done credited to their account with the school, at an average rate of 7 cents per hour. The superintendence of the work thus distributed among the girls, devolves upon Miss Lucy Morse, while Mrs. I. H. Stansbury has oversight of the students' kitchen and dining room, where the food for the school is cooked and served. The supervision of the boys' work falls upon 13 janitors, appointed to work, and to see that these under them do the same.

The great basement kitchen, with its cavernous ovens and gigantic soup kettles, its hash and vegetable cutter, which it takes two boys to work, its bread trough, in which four barrels of bread can be kneaded at once, its hogsheads in which the potatoes pared for dinner are measured, employs four work students as cooks, beside three bakers who work in relays, one taking the night work and the other two by day. Beside these regular hands there is a daily detail of from three to five Normal School students, who prepare the vegetables for dinner, get the dining room ready and do whatever other odd jobs may be required of them. The cooking for so large a family must, of course, be very simple, where the supply of money to be used for food is limited; but every effort is made to give variety both in meats and vegetables, and wheat bread, corn bread, graham bread, and a kind of sweetened and spiced bread are baked alternately in the big ovens. Soup, meat, fish, fruit and vegetables, of all kinds are cooked by steam in the great standing kettles, while on Sundays 600 lbs. of good roast beef are cooked in the Reid Oven that forms a part of the kitchen furniture. The students who work in the students' kitchen, although they can never become fancy cooks there, will know much about the preparation of food after their stay there, and if they feel drawn toward cooking as a vocation, will find that their term of service has been no loss. But the principle on which the kitchen boys are selected is not to secure those who are ignorant and want to learn, but to find. if possible, students who already knows something about the business. A new pantry added during the year and a new oven, not yet completed, will add much to the convenience of this department.

The meal once cooked, is served by 35 waiters, members of the Normal School, under the direction of 2 head waiters, to whom is given considerable authority over their subordinates. As soon as the meal is over, the 33 tables are cleared as if by magic, and 80 girls, regularly detailed for the duty, take possession of the dining room with tubs, mops and towels, and wash up the dishes and reset the ta-

bles in about 20 minutes. Then the dining room is swept by the pan-

try boys, and is closed and quiet until the next meal.

But while well students not only live, but grow fat on the school fare, it is not diet for invalids; and so the sick or ailing are sent by the doctor to the Diet Kitchen under the charge of Miss Judson. The average number of meals served by this kitchen in a month is 4000, but, during the month of January, when la grippe was abroad, over 6000 meals were served either at the kitchen or in rooms or hospital. This department employs 2 work girls, and 1 boy from the Normal School who waits at meal times.

The Teachers' Home, under Mrs. Gore and Miss Thorne, has its own kitchen and dining room. Here are employed 9 work students; 5 in the pantry and 4 in the kitchen; besides a force of 9 waiters and a carver, who are in attendance only at meal times. These latter come from the Normal School, and places as waiters in the Teachers' Home are in great demand, as the training received there often helps them in securing vacation employment at summer hotels.

Fifty girls and ten boys have the care of the rooms of teachers and school officers, and for this work receive a credit allowance which

goes toward their support in the school.

The Students' Laundry, under the charge of Miss Foole, and the Teachers' Laundry under Miss Woodward, must also be included in the Household Department. The weekly average of the pieces washed and ironed in the students' Laundry is 8,900, besides some 150 towels and aprons that come in daily. Although much machinery is used, all the bed linen, table linen and heavier pieces of clothing being washed in this way, the week's work employs 30 work girls and 1 work boy from Monday morning until Saturday noon. A detail of twelve or thirteen girls from the day school is added to this number four days in the week. The Teachers' laundry manages to keep 7 work girls busy through the week, and a detail of 3 day school girls for four days.

A new washing machine, put in during the past year, lightens the work of washing in the students' laundry; but, on the other hand, more ironing is done than ever before, on account of the increased size of the school. In this department, the girls are paid by the piece and not by the day, so that all have an incentive to indus-

try nere

The two Farms of the school give employment to a large number of our students, under the direction of Mr. Howe and his graduate foremen, Mr. Geo. Davis and Mr. John Evans at the Home Farm and Mr. Charles Vanison at the Hemenway Farm. The bovs who go on the farms to work, though usally having for their chief object their own support and a credit balance at the end of the year, may learn every detail in regard to farming of all kinds, not only the tilling of the soil, but the care and management of stock. The Home Farm gives employment to 17 boys who work for the year, and attend Night school, as well as to 32 colored and 22 Indian boys from the day school. The Hemenway Farm employs 10 students who work all day and attend Night school.

Mr. Howe's report this year speaks of losses through heavy storms of last season, but this year's crops are so far in good order. The aim of the farm work is to "grow grass and grain for horses and colts, clover and corn folder for spring and summer feed for cows, with ensilage corn for the balance of the year, and all kinds of vegetables for our own use." This season, the crops of peas, potatoes of both kinds, corn, oats, clover, fodder cabbage and other vegetables

have been planted on the Home Farm.

The Hemenway Farm reports 15 acres in wheat, 188 in oats, 100 seeded to grass. 8 in garden and root crops, and 90 acres waiting to be planted with corn. Improvements have been made on the Home Farm in the drainage; 4,000 feet of tile have been put in to drain the low places on the farm, the work being done by the students with the help of one outside man. The grounds have also been filled in and graded about the new Science building.

The stock on both farms now consists of 31 horses, including Percheron and Morgan stallions, and 18 colts; 29 milch cows; 28 beef cattle, 8 yearlings and a pure Devon and Holstein bull, the gift of Mr. Jacob Heffelfinger of Hampton; 145 sheep and lambs; 140 hogs and

pigs; and 187 fowls.

The Saw Mill of the Huntington Industrial Works should also be included in this last group. Under the direction of Mr. Howe, and the management of Mr. Brinson, the mill employs a force of 20 night students who work daily, earning \$10.00 per month and their board; and 16 day students who work 2 days in the week and earn 80c. per day. About 2 million feet of lumber per year are sawed in this department, from the yellow pine logs brought from North Carolina. The works have lately secured a timber tract in eastern N. C., and expect soon to begin getting off their own logs. This year the saw has been run by a student sawyer in place of a skilled hand employed heretofore, and thus far he has done fairly well.

A breakwater is now being put down on the water front of the lumber yard, which will make it easier to handle rafts and give facilities for shipping and handling freight, beside making about three

acres of new land which will very much improve the yard.

The Knitting Room, under the direction of Mr. F. N. Gilman, the Treasurer of the School, and the direct superintendence of Mr. Ed. Jones, Foreman, employs 18 boys every day in the week. This industry, after skill has been acquired in the use of the machines, (a boy who can learn the business at all can learn it in 3 months.) is one of the best paying ones that our students can enter. The work here is paid by the piece, and a smart boy can knit 4 dozen pairs of mittens in a day, and earn 88c. by his day's work. Since Jan. 1st of this year 4.000 dozen pairs have been shipped to the Boston firm with which we have a contract to furnish 11,000 dozen this year.

The Greenhouse, under the supervision of Miss M. F. Galpin, employes two work students. Although at present there are no professional gardiner at the head of it, it manages to make a good showing of flowers at all seasons. In previous years some flowers have been sold at the Hygeia, which has helped to support the industry, but this year we were disapointed in that market, as a monopoly for the sale of flowers at the hotel had been granted to a Washington florist. The Greenhouse has, however, started some hundreds of veg etables plants, cauliflowers, tomatoes, egg-plants, etc. Of these a few will be sold to outside parties but the greater part will be transplanted into the Girls Garden and there cultivated for school use.

In addition to those of the students who are employed in some one or more of the regular departments herein before enumerated, there are various students who do regular work, but in none of the previously mentioned ways. Two boat boys, two general duty men who attend to the handling of freight unloaded at the School wharf, 2 hospital boys, and 1 girl working under the doctor's direction, 2 orderlies in the Principal's and Treasurer's office, a night guard who takes the service not as military duty, but as a hired watchman. 3 girls working all day in different cottages belonging to teachers. This list, I think, will complete the review of industries for the year and give, with what has gone before, a b re's eye view of the somewhat complicated system, and the relation of the various parts to each other and to the whole work of the school,

A. M. BACON, Teacher.

## Report on Graduates.

As Graduates' Correspondent, I sent out, in October last, my cighth annual letter. 696 names are now on my list, 600 of these being graduates, the remaining 96 under-graduates, or members of Senior classes, who, for various reasons, did not finish the course or

receive diplomas.

Of these 696, there are some 30 whose addresses I have been unable to ascertain, and to whom consequently no letter could be sent. About thirty letters have been returned "unclaimed." This leaves nearly 650 who may reasonably be supposed to have received my communication. I have heard from 170-where are the 48c? Some of the latter have no doubt reported directly to Hampton. It is a great disadvantage to the correspondent that the work has to be carried onso far from headquarters.

A large number sent full replies last year in answer to the special demand made upon them for the forthcoming "Graduates' Record." Possibly they thought it unnecessary to write again so soon: a mis-

take on their gart, as a yearly report is very desirable.

Of those from whom I have heard directly, 132 were teaching when they wrote, or were expecting to teach as soon as the schools opened. As an instance of the influence a teacher may have outside of his school room, I quote from the letter of a graduate of the class of '81. He has been teaching in the same place, ever since that time. He says, "When I commenced teaching at this place very few of the colored people had homes of their own. I urged them to buy homes and to settle. At present eight-tenths of my scholars come from their own homes, which their people have bought and paid for, and at the same time allow their children to continue in school-this alone shows advancement. I have also purchased a farm since I have been teaching, and every spring when I close school I return to my farm.'

Precept and example have worked well in that community. Another graduate, after thirteen years of service as a teacher, has gone into farming. Small as the salaries of the teachers are, and short as are their terms, this writer says, "I have accumulated property to the amount of about fourteen or fifteen hundred dollars, and I made it

chiefly by teaching, though I am a-shoemaker by trade."

In a South Carolina town, a graduate of '79 is engaged in the practice of the law and is postmaster also! Another is night clerk in charge of the Box department in the Boston, Mass., Postoffice. One young man, of a musical turn, writes that he has joined a U.S. Infantry Band, and has been stationed at David's Island for practice this winter. Several interesting letters have been received from Fort Thomas, Arizona, where, as a member of the 10th Cavalry, one of our "boys" has seen something of fighting the Indians. He is evidently much more in sympathy with Hampton's mode of capturing and conquering them, than with that in which he is at present engaged.

Several earnest workers write of their church as well as their school work—one of these having three mission stations and two

schools to look after.

Tuskegee keeps her eyes open and takes her pick among our graduates for her admirable work. A member of last year's class is now there as manager of her School Press. A graduate ot '88, is in charge of the wheelwright and blacksmith shops. A good letter from one of our "girl-graduates" tells what she is trying to do for the improvement and elevation of the Tuskegee school girls. She has struck the right key when she says, "I think when we reach the point where we succeed in making the girls feel that some one is depenudent upon them for comfort and happiness, they will try to lead purer, better lives themselves."

One of our graduates, who spent five years at Tuskegee, is now

teaching agriculture at Hempstead, Texas.

Our Harvard medical student, in his second year, is getting on well with his studies. Phillips' Academy, Andover, has another of our "boys" this year. A graduate of '80, who has has been at Fisk

University for the last four years, expects to graduate this year.

One young man says, "As Colporteur for the American Tract Society, I have been instrumental in putting much good literature into the hands of the people of this county during the last five months." What a good way to spend a vacation!

The Wagner Palace Car Co., has given employment to a number of our graduates during the past year. One of them says, "The officers have been especially kind to us, and the boys have all made good records." Six young women write of their housekeeping duties, which they find as absorbing as school-teaching-several of them have infant schools on a small scale. And so, in one way and an-

other, they are making themselves felt for good.

Very nearly all speak of Sunday School or Temperance work in which they are engaged. One has been successful in starting a library or reading room, aided therein by a gift of books from a lady in New York; a lady, by the way, from whom not a few of our graduates have received substantial help. And this leads me to speak of the many kind friends, who, having been put "en rapport" with our students, continue to aid them from year to year in various ways, and especially by means of Christmas boxes for their schools. We, who have been familiar with Christmas trees from childhood, can hardly estimate the pleasure that can be given at a very small cost in this way. A request having been made for Bibles and hymn books for a Sunday school taught by one of our graduates, a generous response was made by the Sunday school connected with the Wilson Industrial School of New York City. This means a great deal to those

who know the class of children composing this Sunday school.

I regret to say that some of our most liberal friends in this line have had considerable cause for discouragement this year in the failure of a number of their beneficiaries to acknowledge, in any way, the receipt of boxes sent, or even to answer letters of enquiry as to the fate of said boxes.

Let us hope that "La Grippe," or some other exceptional cause, may furnish some excuse for what seems almost inexcusable negligence.

The deaths among our graduates were five; marriages, thirty.

ABBY E. CLEAVELAND, Correspondent.

## Graduates' Department for Reading Matter.

This year, as last, "No. 2," on the "Indian Reservation," has been used as an office for the reading matter of the Graduates' Department. On entering, one finds a room well lined on the sides with shelves reaching from floor to ceiling, on which are arranged papers for distribution. On the third side is the long board table where the packages, ready for rolling, are laid out, and on the fourth side a closet for extras, such as Bibles, hymn books, etc., a case for magazines, and the door leading into the storage room. Here are the barrels which come to us. A leaf table holds the material as it is taken out, until it is sorted into the proper pile, and placed in the receiving room at the right. There, as in the working room, are rows of well-filled shelves; well filled, but not always with the necessary or most needed papers.

A glance at one of the packages on the broad board table in the working room where it is waiting to be rolled, will show what sort of

reading is most helpful in the Department.

First on the table is placed the wrapper, stamped with the address of the Graduates' Department, which is clearly directed, and perhaps also has, tucked in the corner, where the postage stamp will cover it, a private sign, such as: S. S., Lawyer, Farmer, Carpenter, Baptist, Methodist, Temperance, Pictures, Music, to give an idea of the individual wants of that particular graduate. On this wrapper is placed first, a S. S. Times of as recent date as possible, next two or more "Youths Companions," if the supply will admit; thirdly we reach from the shelf above the table such late secular or religious papers as we have been able to glean from neighbors and the Library. often two weeks or two months old, as the case may be, but nevertheless gratefully received by the teacher, perhaps in some far away cabin school room. After these are placed, in turn, a Christian Union, or any paper of that sort, no matter how old, the reading is always good; several S. S. papers if we are fortunate enough to have them, a *Picture* paper, if possible a few text cards and a teacher's manual. Where the sign also appears, we draw from our reserve stock in the receiving room such material as will best suit the needs of the teacher who has made known his or her special line of work, and the package is ready to be rolled, pasted, weighed and stamped.

The work for the year in this Department was begun by sending postal cards to all those graduates whose names, with the address, were in the daily Record Book. In this an account is kept of all let-

ters received, in order, if possible, to have the latest address at once. and so use the reading matter to the best advantage. were to the effect that if they were answered promptly, monthly rolls of papers and magazines would be sent. About three hundred letters have been received. To those who have made one acknowledgment or of whose address we are sure, papers have been sent regularly, and in most cases much gratitude has been expressed, sometimes the children themselves writing from some distant school house. As so many requests come at Christmas for cards, a notice was put into the Christian Union in November, which resulted in our being able to send fifty or more cards in each of the Christmas packages sent to these graduates who had been heard from.

The supply to draw from since October has been increased by 4 barrels of reading matter, 6 packages and boxes of magazines and papers, and various postal bundles, together with the usual donation from the Institute Library, consisting of weekly, daily and religious papers; several of the ladies here have also been kind enough to send

in their newspapers.

In spite of this, the children's papers have run short more than once, which is to be regretted, as the greatest call is for them, their pictures and stories serving as important factors in language lessons. and their short easy poetry being much in demand for exhibitions, recitations, etc. In speaking of helps for language lessons, special mention should be nade of a number of very large scrap-books and cards which some kind and busy children had filled with bright colored pictures and sent for their little colored friends.

In answer to requests, the names of 20 graduates were sent to some ladies in the North, who forwarded directly to the address, weekly

papers.

In closing we wish to mention the valuable help of the office boy, a member of the Junior class. His work is to open parrels, dust papers, roll, weigh and stamp the piles laid out. He has been very efficient. not only in doing this, but also in keeping in order the shelves where the papers are sorted under their regular heads, and in making the room really attractive in its neat and tasteful arrangement.

The bookshelves will, as usual, be well looked through before the close of the term by the Seniors and Middlers who replenish their

stock of books from this Department.

We close the report with the addition of the suggestions made last year, which have proved valuable in regard to the kind of m iterial to be sent, and the manner of sending it.

I. Quarterlies, if sent, should be arranged in yearly sets, and tied.

2. Picture papers, such as Harper's Weekly, Graphic, etc., from

which pictures can be cut, are continually called for.

3. Children might be interested in cutting from papers and magazines snort pieces, dialogues and poetry; these could be put into envelopes and marked, "Suitable for School Exhibitions."

4. At Christmas the demand for Christmas cards is greater than the supply; anything in the line of colored pictures, even advertising cards, can be used, and may be sent in small packages addressed to "Graduates' Department,"

> Hampton Institute, Hampton, Va.

5. Children's papers are always needed.

6. The demand is increasing every year for Christmas boxes for

graduates' schools; these need not necessarily be large.

7. Finally, all boxes and barrels should be addressed to "Graduates' Department," and *inside* a card should be put on top, with the full address of the sender, so that acknowledgment may be made on receipt.

Ruth G. Tileston. in charge.

## Returned Students.

Every year that lengthens the test and increases the number of returned students, only confirms the fact that Indian education and civilization—even the little of it that some of them get—is a blessing to the individual and to the people they represent. The report that they go "back to the blanket" is slowly passing away, side by side with the hackneyed "No good Indian, but a dead Indian." Records made up from personal knowledge of individual cases, show a steady growth in that practical common sense and earnest devotion that argurs well for the future of the race.

Believing that the best way to test our work and to improve upon it, is to keep up a careful record of its results, as shown in the lives of those who have returned home, I have been given special time and facilities to follow the records of these students from year to year, and to report upon them. Personal contact with them here, frequent visits to their homes, and a constant correspondence with

and about them, are the means used to this end.

The constantly increasing number of returned students naturally divides itself into five classes or grades. First, those whose work is of an unusually high order, and whose influence is very broadly felt for good. They are often those who had had exceptional advantages, but sometimes those who by earnestness and devotion have pushed themselves into the fore ranks among the leaders of their people. Second, comes the large number of those who do well and are uniformly satisfactory. A young man who settles down quietly upon his farm or at his trade, wears citizen's clothes, goes regularly to church, marries legally, is industrious and temperate, i.e., one who is a good citizen and whose influence is felt for good among his neighbors, or a young woman who has a correspondingly good record, would come under this class. Any whose influence seems really for good find here their true classification. The third grade or fair, includes the sick or unfortunate, or those who by some slip have temporarily blemished their record. Many who have had only a few months of schooling, and from whom, consequently, nothing better could be expected, are also found here. The fourth class, or poor, are those who have fallen more from force of circumstances and lack of training than from vice. Some who have been on the bad list and are to-day doing well are also here, for with the old stain upon their influence, it cannot yet be considered good. The fifth class, or those recorded bad, are those who do wrong while knowing better. The number of these is smaller this year than ever before, although the general intelligence of those returned is yearly greater. This surely is encouraging.

The record this year reads:

Nearly all our present students affirm that they have come to Hampton through the influence of some student returned home—

many of them being relatives or family friends.

Only ten years ago the school had to use every influence to obtain pupils; now it has often to turn away two thirds of those who apply for admission. Catechists and teachers have a wide and telling in fluence, and there is a large number of Hampton students in this work. At Lower Brulé Agency, Dakota, which was considered one of the hardest to reach, there are five Hampton boys engaged as catechists under Bishop Hare. The first duty of the catechist is to live rightly; he must have a home and a farm which he works himself. If there is no teacher at the camp where he is located, he or his wife teaches the school. He holds a service on Sunday, and one during the week, visits the sick, looks after the old and needy, and does the duties that usually fail to a pastor's lot. The pastor's wife needs to be very competent, too. She must make the home, keep the children neat, help the women in their sewing societies and prayer meetings, teach the women to care for their children and sick people: in short, be a missionary, too. Three of the five catechists of whom ! speak have Hampton-trained wives, and the other girls are from home schools.

Last year fifteen boys and girls were teaching schools, and the number this year is about the same. Many others are helping on the good work just as strongly as if they were professional teachers and ministers. Susan LaFlesche, who graduated from the Woman's College, in Philadelphia, last year, is now a Government physician at the Omaha school. Before long we hope a hospital will be started there with her as its physician. She will train a corps of Indian girls for nurses, and thus start a much needed work.

Marguerite, her sister who married well after teaching a year, is just as active as ever in all matters concerning her people; is their interpreter, letter-writer, and general adviser still. A Law and Order Society has been started among the Omahas, and in this she and other Hampton students have a part. Her work among the women in

their homes too, would fill a volume, were it all told.

Josephine Barnaby, another Omaha girl, after graduating decided to become a trained nurse. An accident prevented her finishing her course, but she had learned enough to be a great help to Miss Collins, a missionary in Dakota, and a year ago she went away up among the Sioux, whose langua, e she did not understand, and has since been working there with great success. Miss Collins is unlimited in her praise, and Josephine enthusiastic in her work. A former report said: "She teaches the school, holds meetings, teaches the women to cook and sew in their own homes, visits the sick and teaches the women to care for them. Besides this they have a primitive employment bureau for men and women, and, discouraging laziness and begging, seek to find employment for the deserving."

Thomas Miles spent last year at his home, at the Sac and Fox Agency, in Indian Territory. He had been two years in the medical school, and wanted to be more independent of his friends, and so went out to earn money and experience. The chiefs and council-men needed an intelligent Indian helper and he was made Secretary of the Nation. In this position, where his knowledge and experience were recognized, he had a grand chance for leading the older men, the conservatives, to broader views and more progressive ways, as well as by teaching their children the same way. This year he has come back to take up his Senior work, and his place in school and council is filled by Walter Battice, the friend who came with him to Hampton six years ago, then one of the wildest and most reckless of his tribe, and who has for two years past been a student at a Massachusetts Normal School. Besides his duties at the school, in which he is much interested, Battice has found time, with the aid of other Hampton students, to organize a Sunday School at the Agency three of our girls responding to the call for teachers.

One of these girls. Alice Moore, for two years laundress at the Sac and Fox School deserves special mention. Her rooms and her clothes, her tubs and her boilers were as faultlessly neat as was her person. Besides the music of the wash board, she lends her aid with organ and voice to the exercises of the school, being there, and at

the Sunday School, a valuable helper.

During a six weeks visit to Indian Territory last autumn, I stayed, as far as possible, with our returned students, finding their homes not only hospitable, but comfortable and well appointed.

At Thomas Alford's, where I spent the most time, I found no want that industry and intelligence could supply. The little frame house and numerous log out buildings were all built by his own hands, and plenty of vegetables, milk, poultry, and eggs came daily from his own small farm. Being for six years a teacher and for two. a surveyor, much of the time away from home, farming was necessarily a secondary consideration, yet was so managed, that under the skilful hands of his excellent wife, his table yielded an appetizing abundance. Three beautiful boys, well dressed, and speaking only English, bore testimony of a wise mother-hand, and kept things lively within the spacious limits of the picket fence that surrounded the house and kept the ambitious young nomads within bounds. "Making believe" read the father's old school books was one favorite amusement of these young Indian Americans and was somewhat startled one day at having the noble bird of freedom depicted upon our silver dollar and illustrated in a small arithmetic, pointed out to me as a "wild goose."

John Downing's home, too, afforded me also most grateful shelter and luxurious fare. This neat little stockade house standing upon a little rise of ground and backed by a small forest of fruit trees, is an oasis of comfort and cheer after a long day on the monotonous prairie. In all that country there is not a finer farm or herd. Already this young man is rich in cattle, hogs and horses, in corn, grain, farm produce and fruit; rich also in a higher sense in wife, children and home and in the proud consciousness that all this has come about through his own intelligence and hard work. Everywhere we found reminders of Hampton; even the children know the names of their father's old teachers and friends, and proudly display pictures

and gifts associated with them. Miss Susan Longstreth and Miss Cleaveland are household names almost as familiar to the children and their mother as to the father himself. Seated about the table, the childish hands are folded and the little heads bowed in reverence as the father gratefully acknowledges the Giver of all his blessings. In this act as in so many others, we see Hampton's training and influence in many such homes as these.

I speak of these particular homes because they are the last ones visited and have left a strong impression, but there are many others

where the Hampton training is just as apparent.

It is in the home that we can best measure the work that the schools are doing for their pupils; if there the young men and women live up to their training to the full extent of an increasing ability.

no one can question the success that must follow.

The Indian pupil goes back to a home where poverty and ignorance of a certain kind reign supreme. He does not always find a nice bed; there are probably no nice dishes or table linen to make the plain meals attractive; there is very likely no separate room he can call his own where be may spread out his treasures and be alone. Every day is a picnic, and not an unpleasant one at first, but like every one who has acquired higher tastes, this rude living becomes monotonous and he finds he must have things different. It's the old principle of first demand, then supply. When he finds he needs a bedstead, he gets it in some way; money lacking, he makes one. I've seen many very creditable home made beds as well as tables, cupboards and chairs, desks, book cases and cabinets. In one house I have visited, nearly every article of furniture was made by the young man himself—a full blood Sioux—stained and varnished and embellished with brass hinges and nails so as to be really articles of beauty.

The old time Indian woman's sole recreation was making pretty things with beads, quills and ribbons, and this training only needs to be diverted into other channels to make her house and children neat

and pretty too.

As representatives of Indian education, these returned students not only hold their own, but exert an influence difficult to measure or foresee. Here is one instance of what this influence may be: a young girl was sent home after a year because not well enough to study or work; she had always been delicate and had apparently gotten but little for her short sojourn of one year with us. years later, a tall, fine looking young man came to us and proved himself to be one of the dead-in-earnest kind, one of our most prom-This is his history. He had always been one of the gayising men. est and wildest of the Indian young men, a leader in the dances. and other exploits peculiar to the Indian youth. He would not go to school or church, and refused every effort made to tame his wild spirits. A little cousin came from Hampton sick. He saw a great deal of her, was pleased with her manner and learned to respect her new ways. Little by litle she persuaded him to give up certain companions, then the dances. Afterwards she got him to go to church and finally he gave up the old way, and was confirmed in the Episcopal Church. In her death he lost her encouragement, but seemed to have received additional inspiration; for though he had thus far afused to take up land for himself, he now left the Agency and went

out upon her land and broke it, spending three months of the summer there for her sake. His next step was to persuade his father to send his younger brothers and sisters to school and then come himself to Hampton. Not satisfied with that, he has written regularly to his parents and friends at home urging them to follow hin in leaving the Indian ways and to embrace Christianity, and he has now after one year, the satisfaction of knowing that both father and mother, an uncle and some others have listened to his plea and taken the steps he has urged upon them. All this and possibly more is due to the gentle influence of that one noble little girl whose biography would hardly fill a printed page.

At present there is more demand for work at the agencies than can be supplied, and a young farmer is obliged to spend several winter months doing nothing even when he would be glad to work. There are a large number—about one hundred—now employed by the government, army and missionary societies. Between sixty and seventy were farming their own land last year and the number this year will greatly increase. Now is the time for men to claim their allotments and work their land. The opening of the Sioux Reserve and the surveying of the land will spur up the conservatives who have been waiting to see what would "turn up," and the encouragement to industry proposed in the Sioux Bill will very materially help them in the first and hardest steps.

This last year the students—now living and at home—were em-

ployed as follows:

ployed as follows:	
Regular teachers	12
Catechists of Episcopal church	8
Episcopal or Presbyterian missionaries	6
Physician, nurse, school employees	14
Agency farmers	2
" police	2
" herders	3
" clerks	I
" stables and stock, in charge	4
U. S. Infantry	I
" scouts and interpreters	3
" drivers	3
" surveying force	5
Working at trade	18
Working their own farms	63
Cattle raising—their own stock	7
Running stores of their own	2
Pupils at other schools	35
	42
In 25 of these homes, both husband and wife are Hampton s	tu-

In 25 of these homes, both husband and wife are Hampton students.

We now take our Indian pupils for no definite term, though there is a general understanding that three years may be considered expiration of time. We have learned that one year spent here voluntarily is worth two forced ones; that it is easier to guide the Indian than to drive him. When a pupil not especially earnest realizes that he is here for a term of years, there is a natural feeling of restraint or imprisonment, and the expiration of that time is looked forward to with the eagerness of the prisoner, rather than with the anxiety of the student who feels the responsibility of success.

As each year the standard of our incoming pupils is higher, this feeling of individual responsibility becomes more necessary, and is more easily attained. After the pupil has learned the value of an education, which he certainly ought to do in three years, there is little trouble in teaching him to value the opportunities before him; and when he has learned this second lesson, the question of success is in a large measure solved.

Year by year the constant feeling of home sickness has been decreasing, so that now there is very little of it strong enough to warp the judgment of the pupil, or to interfere with his real purpose in life. With this change, however, we see no signs of an intelligent desire

to remain in the East.

Whatever the theory remains that these Indian pupils will and do return. For every one who is kept in the East, a hundred return home. With this fact proven, it stands to reason that the preparation for life of our pupils should be made with this end constantly in view.

This year we have had but three Indians in higher schools in the East; Thomas Miles already referred to, who will need one more year to complete his medical course; Annie Dawson, who has recently graduated at Framingham Normal School and will go West to teach in the fall; and Henry Lyman, in his first year at the New Haven Law School. Of him the Dean of the Faculty says:

"The Faculty of Yale Law School have found Henry Lyman studious, thoughtful, conscientiously faithful in attendance upon the school exercises, uniformly correct in deportment, respected and selfrespecting, and quite up to the average of his class in intelligence."

Next year Walter Battice, now teaching at Sac and Fox, expects to return East to study something of law; John Bruyier, a Sioux, who has just graduated from here and who for two years has had the study of medicine in view, goes to Meriden, N. H. to better prepare himself for a course of study in the Yale Medical School.

Higher courses are encouraged only when there is more than ordinary hope of success, and when there is a tested willingness to work hard for an education; each student being obliged to earn more or less of his own expenses. Each deserves all the help Government can give.

CORA M. FOLSOM, Teacher.

## The Library.

With each year, the library work increases in interest, and the good that is accomplished, we have every reason to believe is, proportionate.

Few changes have been made in the general work. The hours have been made the same, practically keeping the room open every

day and all day.

We are especially glad to be able to report that work is begun on a finding-list, and we hope it will be ready for use about January 1. 1891. This will supplement the card catalogue, and make students more familiar with the books, the desirability of which has been increasingly felt.

The second improvement that has been made is in the accession book. Aside from giving the title and source of each took added, other details are given that explain and facilitate the use of our new bcoks.

For some time past, there has been a steady increase in the number of books drawn from the library, and this year exceeds that of

any previous years, being 5 587.

The usefulness of the library is not limited to the teachers and their students alone. Many of the foremen in the shops and their families enjoy the books, and take them regularly to their homes. The day scholars living in Hampton and the vicinity, also have the privilege of drawing books, and seem to appreciate it, using them with care.

The work during the summer is becoming an important seature. Last year at that time, more books were given out than ever before, and although the reading room was open, occasionally with no one in charge for several hours, a careful inventory in October, snowed that all the books were accounted for, and the magazines and papers in good order.

Fewer books have been added than in other years, although our friends have not entirely forgotten us, and we have received a few valuable gifts; among them some books selected by our teachers as being especially needed in connection with class work. comes from the friend who remembered us so generously last year.

The reading room, with its good supply of papers and magazines, is always delightful; doubly so when filled with interested readers, as it usually is after school in the afternoon. The students read the papers in an increasingly intelligent way. Many of them have a particular daily paper that they manage to find time to read each day, no matter how busy they may be with their work and study. magazines are well read by the more advanced students, attention being called to the articles of especial interest, by a list posted each month on the bulletin board.

Saturday nights and Sunday afternoons continue to be the times when I most thoroughly enjoy my work, for so many of the readers in the room are boys that work every day, and go to school at night. This is their only opportunity to use the library, and it is far from

neglected.

In October, at General Armstrong's sequest, I sent letters to the prominent papers edited by colored men, asking to exchange their paper with the SOUTHERN WORKMAN, the papers to be used in the reading room and for editorial review. As a result, we have twenty three colored journals on our tables; a larger number than ever be-

The students especially enjoy them.

As in previous years, the papers after being used in the room, are sent upon new missions, going either to some of the boys' or girls' buildings, Hemenway Farm. the Hampton Y. M. C. A. or to the graduates: the daily papers being given to the boys at Night School, who snatch a few moments between school and "taps" for reading. To every building where either boys or girls room, papers are sent at least once a week, to be used in the general gathering room of the building.

Sometimes, when I find how meaningless many words in ordinary use are to our students, I wonder if they understand in any measure what they read, and frequently question them about a book when it is returned. While in many cases the result is discouraging, I am sure they read far more understandingly than we might suppose. I find they refer frequently to the dictionary for help. The kind of books they enjoy, particularly the boys, always surprises me. The girls delight in stories; still many of them read books of travel and history in connection with their studies.

The list I give below is what one girl sixteen years old has read

since October last:

Camp Fires of the Revolution. Barriers Burned Away. Bovs of '76. A Life for A Life. Boy Travelers in South America. Six Girls. Building the Nation. John Halifax. Drum Beat of the Nation. Gettysburg Made Plain. Recollections of A Drummer Boy. Water Babies. The Desmond Hundred. Book of Fables. Nature's Serial Story, Bound volume of St. Nicholas.

HELEN S. BALDWIN.

Librarian.

## Health Report,

The health record of the School, during the early part of the school year, was excellent. The advent of the epidemic influenza. in

December, marked the beginning of sickness.

The total number of cases of la grippe was three hundred and fourteen. Relapse, with more or less serious complications, occured in twenty-four cases. Colored and Indian students were equally subject to the disease, but, as a rule, its course was milder with the Indians, the only exception to this being the boys from Indian Territory, who had contracted malaria before coming East, and in whom all the symptons of la grippe seemed heightened by a kindred poison. In a majority of cases, the pulmonary symptoms were not severe. In the worst cases, gastric and malarial symptoms predominated. But one case of pneumonia occurred, and no death. The colored school suffered severely from the epidemic. Two members of the Senior class, after passing through various complications, were obliged to return home, and loss of time from sickness has been a serious drawback to many.

Of other sickness than la grippe and its sequelae, there has been little. An unusual number of tonsillitis cases seems worthy of note. as pointing to a need of improvement in the drainage system of the school. The above cases were similar in type to those which occurred in the epidemic of tonsillitis which ran its course in the school in '84-'85. The recent cases were significant, as they indicate an approach to the unsanitary condition which then existed. The radical improve-

ments made in '84-'85 gave the exceptionally good health record of the ensuing years. Under existing circumstances, there is reason to fear a renewal of the conditions which existed before those improvements were made. The breakwater then constructed is, in parts, badly decayed. The shore beyond it, is foul with the deposit of sewage from the school and from the town of Hampton. At every low tide a long strip is laid bare, literally reeking with poisonous gases. The shore opposite Grigg's Hall is especially to be condemned. For safety, the breakwater and sewer pipes should be carried out to low water mark. Unquestionably there is danger here which it is possible to avert. Attention to the drainage system of the school, and to

the condition of the shore seems imperatively demanded.

The health of the Indian school has been especially good during the year. Of the fifty two Indians received since the last annual report, not one, sound on arrival, has had any serious illness. One very delicate girl, received for special reasons, has continued too delicate for school duties and work, and will be sent home, at the end of the year, though her condition is no worse than on arrival. One death has occurred in the number, the only death during the year, that of a Kiowa boy, from tuberculosis. This boy was unsound on arrival, in October, and gradually declined until his death, nearly five months. Cases like the above are now exceptional. Agency physicians are making more thorough examinations, and comparatively few cases of actual disease pass through their hands to the school. always, however, the hereditary race tendency to be guarded against. Whenever an Indian student begins to manifest even remote signs of scrofulous or tubercular disease, he is made the object of especial care in every respect. The trade at which he works, his hours at school, his exercise and his food, are each considered with reference to his condition.

The result of such care has been encouraging. It has often happened that cases of incipient phthisis and active scrofula have been greatly benefited and the disease arrested during the entire period of the patient's life at Hampton. Cases of active scrofula seldom originate at the school. But three cases have been under treatment during the present year. The special diet department renders valuable aid in the treatment of this class of cases. Not only those sick in the hospital, but also all convalescents, obtain their meals from this department, which is under a special superintendent and quite independent of the general fare of the School. Its tables seat about fifty and are usually full.

During the month of January, six thousand seven hundred and seventy-eight meals were served here. Any student who is too delicate to take the hearty food of the general dining room can be put upon this diet when necessary. As the Indian students are under constant and careful observation at meals, any case of failing appetite is sure to be observed and reported, and special diet provided if nec-

essary.

All the children on the place eat at special diet table, as they need the milk which is supplied at every meal. The health and heartiness of these children is an encouraging feature of the work. The possibilities of the children are the possibilities of the race.

## Department of Discipline and Military Instruction.

The Department of Discipline and Military Instruction has to do with the management and control of upwards of two hundred and fifty Negroes and nearly one hundred Indians. It is needless to say. therefore, that it deals with problems which may, perhaps, be stated simply, but are extremely complex in fact. In the first place, there are the race characteristics, of which much has been said and written -the stolidity of the Indian, which may sometimes be more accurately termed stubbornness, and the lack of balance of the Negroboth of them, of course, inherited through generations, and only gradually yielding to the improving influences of the past few decades. Add to these and many minor peculiarities of the two races, the individual problem, with which one is always confronted when dealing with others, be their color what it may; and it will be seen that the administration of justice and the preservation of discipline in so unique an assemblage, require careful thought and much diligent study of the individual. Many of the Negroes come direct from the field and the shop, where they have known no personal restraint worth speaking of, and by far the greater part of the Indians have, hitherto, been taken directly from their huts and tipis on the plains. It is surprising, therefore, to note the readiness with which both these classes of students conform to the regular life and round of duty which they meet for the first time in the School. Doubtless much of this must be ascribed to the fact that they are quickly assimilated to those who have profited by previous years of training; and so are carried on by what might be termed the moral momentum of the School It is one of the most helpful, as well as comforting facts, in the administration of this department, that those who come here in the rough find an established tone or standard with which they are obliged, by public sentiment and sheer stress of circumstances, to con-And this state of affairs is fostered and maintained largely by a system of self-government, under which as many cases as possible. outside of mere routine offences, are submitted to the students themselves, and nearly always with the most beneficial results. It may be well to speak of this system in detail.

As early in the School year as possible, some twelve or thirteen of the commissioned and non-commissioned officers of the Cadet Battalion are constituted a court-martial, with President and Judge-Advocate, to try, independently, such cases as may be referred to them, and to hand up their decisions to the Commandant as reviewing authority. During the past year, this court has taken testimony upon torty cases, and its decisions have in every instance been approved, save on one occasion when the penalty recommended seemed almost too severe for the offence, and it was slightly modified. In addition to this military court, which is conducted under the rules which govern like courts in the U.S. army, the Indian boys elect annually a court of five from their number, called the Indian Council, who not only try and pass sentence upon the Indian delinquents who are turned over to them, but also act as an advisory body when requested, and exercise a general supervision over the social economy and morale of the Wigwam. It is interesting to note that this council is now elected under the Australian ballot system, the retiring council submitting the names of fifteen eligible to be councilmen, and five of these being

chosen. One more feature in the system of self-government, is the officers' meeting, held on Wednesday nights, at which mooted points in tactics are discussed, questions asked, and interchange of opinion on all matters pertaining to the military organization encouraged. It is hardly necessary to call attention to the influence which these institutions of school-life have upon the discipline of the school as well as on the minds of the students; and it is interesting and instructive to see the spirit of deference and ready acquiescence with

which the decisions of these courts are generally received.

On his arrival at the School, each student is assigned to a class and to some one of the Industrial departments: and is given a card to the Cadet Quartermaster, which admits him to the dining room, and another which entitles him to a room in one of the dormitories. These dormitories are under the charge of ten janitors, appointed from the students, who make daily inspection of the rooms in their care, and report to the Commandant every morning. They are also inspected throughout the week by certain of the teachers, and on Sunday morning a formal and military inspection of each room is made by a school officer. At this inspection, the occupants of each room are required to be present in cap and uniform; and stand at attention, and salute when the officer enters.

Cadet-students are required to wear the uniform cap on all occasions when not at work, and leaving the school grounds without it is accounted a serious offense. This affords a safeguard against one of the commonest dfficulties in dealing with young men at School, as it marks them as students of the Institute, and the laws of the State of

Virginia specially forbid the sale of liquor to such.

The only serious breaches of order during the past year have been the occasional use of liquor by a few of the Indians, and one or two personal difficulties among the colored students. In one of the latter cases, the offense was serious enough to warrant the delivery of the culprit into the hands of the civil authorities. The experience of those longest concerned in this work has shown that the worst punishment which can be inflicted on a Negro student is to send him home; while a term of enforced labor without remuneration, or, as a last resort, a short imprisonment, never fails to bring the most recalcitrant Indian to terms. It is comparatively seldom, however, that such measures have to be employed. As a rule, punishments of some trifling character, suited to impress the nature of the offense upon the delinquent, are needed only once; and best results are alway obtained if the offense is acknowledged without punishment at all. extremely gratifying feature of the year's work to note that the entries on the Record of discipline have decreased about fifty per cent. since the beginning of the school year in October.

The military organization, to which reference has been incidentally made above, is, beyond all other, the most potent factor in solving the problems of law and order which confront the officers of the School, and is not only repressive, but directly and actively educative as well. It enforces promptness, accuracy, and obedience, and goes farther than any other influence could do to instill into the minds of the students what both Negro and Indian sadly lack—a knowledge of the value of time. The students are enrolled in a battalion composed of six full companies, two of these comprising the members of the Night School, and the other four those of the Normal and ln-

dian schools. A full complement of staff and company officers are chosen from their number, and appointed, as far as possible, on the ground of fitness only. The idea is enforced that the lowest corporal is in direct line of promotion to the command of his company, and that all that is required to ensure him that promotion is faithfulness to his duty whether in or out of the ranks. The battalion is under the general command of the ranking captain; but each of the six captains is appointed in rotation to act as Instructor for one week. As such, he commands the battalion at inspections and drill, and reports to the Commandant on the general condition of the companies.

The regular military exercises are the inspection held on the morning of each school day immediately before morning prayers; the formation of the battalion, in column of companies for the march to the dining hall; the battalion-drill on Wednesdays, after school, under the direction of an officer of the U.S. Army; and the drill of each company, in charge of its captain, on one other afternoon of the week. From all of these exercises, save the second, the members of the Night School companies are necessarily exempted, as they also are from guard-mount, which takes place at noon of each day. On Sunday afternoons however, the entire battalion is formed in line in front of the church and formally inspected before marching in to the

service.

Special notice should be made here of the work of 1st Lt. G. T. Bartlett, of the 3rd U. S. Artillery, who has been most painstaking and thorough in his instructions, and to whom whatever credit may accrue from the present condition of the battalion, is entirely due. During the first part of the year, Lieut. Bartlett's instructions were given wholly to the cadet officers, who were drilled in company, and to whom the principal points of military tactics were exemplified, beginning with the school of a soldier and ending with the school of the battalion. It is much to be regretted that the many interests to be consulted so seriously curtail the time to be given to drill; as two hours a week, with an hour or so of inspections added, afford little opportunity for exact and thorough development of the physical But the advantages of the system, however inadequately carried out, in this work of race culture, are so enormous, that any imperfections of execution are to be condoned. No greater proof of its usefulness can be adduced than the marked sense of responsibility evinced by the officers, and especially those of higher rank, not only for the affairs which concern them as officers, but for the peace and prosperity of the whole school. It would be a very incomplete report which would omit reference to their faithful assistance and firm adherence to the cause of order and good-will, or would neglect to state that without that assistance the record of the year would show but a small part of the improvement which it seems fair to set down against it. CHARLES WRIGHT FREELAND.

## Commandant.

## Report on Religious and Missionary Work.

Every year brings to those engaged in the moral and religious work at Hampton, a stronger conviction of the value of an all round training in the upbuilding of Christian character. The system of manual labor by which the students are required to work for board and clothes instead of receiving them from charity or friends, develops manliness, gives them an idea of values, and of giving an equivalent for what they get, at the same time that it teaches them to take care of themselves.

Young people who are rung up at five o'clock in the morning, work hard all day in the shop or the school room, laboring with their hands for the opportunity to improve their minds, are to a great extent freed from temptation to wrong thoughts or impurity of life.

The military discipline, which brings with it daily inspection of person and quarters, enforces order in the rooms and on the grounds, requires promptness of action and manliness of bearing, places responsibility on students for the care of their fellows, and demands repect and obedience from men toward those of their own race, is invaluable in the education of the Indian and the Negro.

The co-education of the sexes, which teaches morals and manners in daily life, requiring of the boys courteous treatment of the girls at the table and in the school room, has a transforming effect upon the young men. The atmosphere of moral earnestness which pervades the place and belongs to a company of young people who are working their way to an education by the labor of their hands, is felt by every one who enters the school.

The thought which is constantly presented that this training and these opportunities are not for themselves, but in order to help them to lift up their races, gives a missionary spirit to the institution and has an undoubted influence upon character. The undenominational character of the institution, where students and teachers of all sects work together harmoniously, causes the pupils to lay less stress upon the small differences which have separated them, and place more importance upon the great duties of love to God, loyalty to Christ, and the service of their fellow men.

When to these agencies is added the daily contact in the class room with a devoted corps of teachers, a regular instruction in God's word through the whole course, the daily morning and evening service of song and prayer, and the work and teaching of the Sabbath,

an uplifting force is produced which is incalculable.

In order to carry out the system of self-help which characterizes the institution, much of the religious and missionary work of the school is under the care of a young people's Christian Association, of which the Pastor is the head, but which is largely conducted by the students. Committees of teachers and pupils have under their care the social meetings for prayer, temperance, Sunday School and missionary work in the cottages, sewing schools and the various lines of Christian endeavor carried on within and without the school grounds. The object of this Association is to make the Hampton Institute not only a Normal School in which the pupils shall be trained to teach grammar, geography and arithmetic, but to give them instruction in methods of Bible work, to teach them how to care for the poor and the sick, to carry on meetings for prayer, sewing schools and cottage work, so that they may gain the thought of doing a many sided service to their people, and have the knowledge requisite to perform it.

The committee on meetings for prayer, composed of teachers and students, arranges all the details of these gatherings. They choose subjects that bear upon the school life of the pupils and have the list

printed and placed in their hands. They appoint leaders from the different classes, they arrange for the music and make suggestions as to the way the meetings should be carried on. During the past year, the Sunday morning meeting for the whole school from 8 to 9 has been largely attended, and well sustained. Teachers and scholars, Indians and colored, boys and girls, meet together once a week for prayer, the leader being one of the students. On Thursday evenings, in order to give more freedom, the boys and girls meet by themselves, the Normal school, Indian school and Night school having separate meetings. On Tuesday evenings the class gatherings are held. In connection with all this, much personal work is done, the whole school being so subdivided that every student is in touch with some teacher or older pupil who has an oversight of his or her moral and religious condition.

The temperance committee has under its care the temperance work of the school. In order that more might be reached, and more directness and definiteness be given to their endeavors, the Indians and colored students have held their monthly meetings by themselves. A large number of the pupils have signed the pledge, the progress of the movement in the country and the world has been discussed, and the comparative merits of high license, local option and prohibition. Temperance literature has been disseminated, and speakers from abroad have been invited to address the school. This year Mrs. Barnby, of Rhode Island, and Mrs. J. Ellen Foster, of Iowa, have spoken to the students, and Mrs. Allen, of England, who has done so much in Southampton, and in other counties in stirring up our grad-

uates to efforts in the temperance cause.

The two Holly Tree Inns upon the school grounds, one for the boys and one for the girls, have been in successful operation through the year. The one for the boys has done much by its cheerful rooms, papers, open fire and cheap refreshments, to keep the young men away from saloons, and has been useful as an object lesson in showing them what they might do when they return home. The monthly meetings of the temperance society have been well sustained. Debates, singing, essays and appropriate selections have helped to interest the school in this important subject.

The committee on Christian courtesy has studied to make the school life as pleasant as possible. It has charge of the gatherings at Christmas and New Year's, has discussed the relations of the boys and girls of the different classes and of the Indian and colored students. Different kinds of amusements have been introduced into the social gatherings. The older classes have been set to amuse and care for the younger, and the new comers have been made to feel at home.

The Indians have had a Lend-a-Hand club which has taken up much of this work, at the same time that it has remembered the returned students and sent them Christmas boxes for their schools. The Indian girls have been especially active, and the gatherings at Winona Lodge have taught many an Indian boy to behave like a gentleman. It has done much to provide profitable entertainment and keep the boys out of temptation.

The Association has in a general way the care of the missionary work in the school and in the country about. At the commencement of the year, the different districts about the School were placed under the care of sub-committees of pupils and teachers. Two Sunday

Schools were entirely officered and taught by the representatives of the School. One of these held in the Schultz' school house at Slabtown, has been filled to overflowing through the whole year. In connection with this Sunday school, as well as with the one at Little England, there has been regular visitation of the cottages, by students and teachers. Cottage meetings have been held, and Bible readings for the old people. The boys have carried food to the deserving ones of these old couples and have mended their houses. Sewing schools have been kept up at Slabtown and Little England, where the old and young have been taught to make their own garments and care for They have been required to pay one half the price of material. Over one hundred garments have been made in this way at Slabtown, besides sheets, towels and other articles. A similar work has been carried on in Little England. The attendance during part of the year has been so great that the buildings have not been large enough to accommodate those who wished to come. Money was subscribed by a Northern Sunday school to give the Schultz school house a bell, and the children raised funds to increase the seating capacity, but it will have to be enlarged if it is to meet the demands of the growing Sunday school and sewing school. One of our gradwates has been employed to hold a regular week day school at this place, her salary being provided by the generosity of a Northern friend. The school house at Little England has been repaired by the students of the school with the help of friends from the North, and much needed improvements have been made. The school at Buckroe, which is carried on by students and teachers of the Institute with the exception of the superintendent, has grown during the year. All three of these schools are indebted to the kindness of the Northern Sunday schools and friends who have sent them very generous Christmas boxes. When there was more than enough for the children, the surplus has been used in making up boxes for the school under the care of graduates in more out of the way places.

Besides caring for these three districts, the five Sunday schools in connection with the colored Methodist and Baptist churches of Hampton, have been largely supplied with teachers from the Normal School. Three of the pastors of these churches have attended the school for Bible study, and all welcome the volunteers from the

Christian Association.

A Young Men's Christian Association has been carried on mostly by the graduates of the Normal School. Pleasant rooms on the main street in Hampton have been kept open every evening in the week. A weekly Bible class, conducted by one of our teachers, has been well attended. Sabbath and week day meetings have been held. A Boy's Club and White Cross Legion have been in successful operation. Concerts and literary entertainments have been held, and instruction in music given to the colored children of the place.

The poor house and jail have been visited every Sabbath, and meetings held for the inmates with a service of song which has been much appreciated. Food has been carried to the poor-house and dinners provided on Thanksgiving and Christmas, besides articles of clothing. It is to be hoped that the county will provide more room for the overcrowded inmates of this institution as well as many others who are unable to care for themselves, and cannot enter the

poor-house because of its limited accommodations.

In this mission work the Senior and Middle classes have taken the most active part, as being more advanced and better fitted for it. They have been formed into training classes, and received instruction in methods of teaching the Bible and of mission work. Regular reports are made by the workers to the whole school, so that they are kept in sympathy with the people about. The Sunday School has kept up a sholarship in the Tuskegee Normal School in Alabama. They have raised \$50 for the support of Schofield, one of the School's representatives in Africa, besides sustaining a scholarship for an Armenian child being educated in Constantinople.

This year all the girls have been organized into tens as the King's Daughters. They have relieved the poor families, kept some of them in clothes, and helped in the Sewing Schools. At Christmas time boxes were sent to many of the graduates in the West and the South. In this they were much aided by the generous supplies sent from the North. The Senior Circle held an entertainment for one of the graduates of the Institute, a young woman engaged in work among the poor children of a Southern city, and raised over thirty dollars. A teacher has met with each one of these and they have had a pleasant times together, sometimes going out for walk, sometimes one reading while the others sewed, sometimes conferring together about

temperance or missionary or Bible work.

The Sabbath services have been conducted, in the absence of the chaplain, by Rev. C. W. Freeland, the Commandant of the School, and pastors of the Hampton churches. In order to give the students who belong to the Baptist church a chance to commune, one of the colored Baptist pastors of Hampton has been invited to hold communion services with the members of that church. The Indian students who come from the Episcopal agencies have attended St. John's Episcopal church every Sunday morning, and the rector, Rev. J. J. Gravatt, has held an evening service with them during the week, and conducted the Indian Sunday school. There has been no especial religious interest in the School this year, though a number of the Indians have been confirmed at St. John's church, and there has been no communion at the School church without receiving several. A large proportion of the school are members of churches, and every one of the present Senior Class has enlisted in Christ's service. There has never been a more earnestly Christian spirit in the school, nor greater freedom from low talk in the cottages. The White Cross Legion, organized and conducted by the students, has had the hearty support of the boys, and there has been a like organization among the girls.

The school for Bible study has had, for the first time in its history, a local habitation on the school grounds. The result has been shown in an increased number of students and better work. The rooms in the attic of the Science Building have been occupied by these young men as dormitories, and a library has been started for their special use. They work all the morning, study the Bible in the afternoon, and attend night school in the evening. The students in this school came in comparative ignorance, but with an earnest desire to know the Bible and they have made excellent progress. The rector of the Episcopal church, the pastors of the Baptist and Presbyterian churches, with one of the graduates of the School, one of the lady teachers and the pastor, have constituted the corps of instructors. The plan of the school is to fit young men who can take

care of themselves by the labor of their hands, teach in the public schools of the country and preach the Gospel. The need of such young men

in the sparsely populated districts of the South is very great.

For several years I have been accustomed to make something of a tour among our graduate teachers to see the work that they are doing. I am glad to report that every year has shown an improvement in the condition of the colored people, where they have gone, and better work on their part. One marked result of their labors has been an increase in the amount of land owned, and in the number of cheerful, comfortable homes among the colored people. The difference in this respect between the counties that have had intelligent teachers, and those where they have not, is very startling. The teachers in many cases are cultivating land of their own, building houses and presenting an object lesson to the community of how to live.

The teachers have improved the character of the work done in the schools, and are making themselves more helpful to their people in many ways. Several of our graduates have started libraries and reading rooms, a number have been carrying on night schools for the

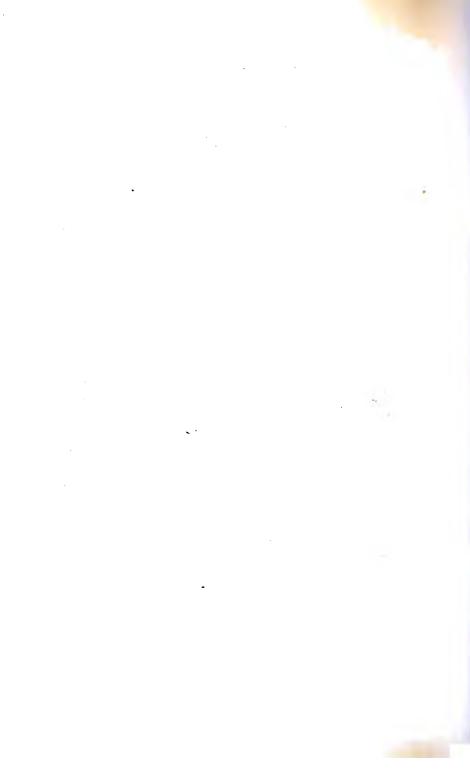
older people and sewing schools for their mothers.

In several instances, our graduates have organized temperance work, not only in their immediate neighborhood, but through the whole county. I know of several districts where the sale of liquor has been almost entirely stopped through their labors. White Cross Legions have been started, and education on the subject of pure living has been given. The teachers are usually superintendents of Sunday schools, and have organized conventions in many places to discuss the

subject of teaching the Bible.

I have found the graduates looking after the religious work in neglected places. One young man built a mission house in a part of the county quite distant from his home, and on Sundays spent his entire day in laboring among these people. Some of the best work I have seen has been done by our graduates who had their own farms and homes, taught in the school on the week day and preached on the Sabbath. The short school terms luring the winter months make this combination quite feasible and their many sided work gives them a hold upon their people, which is impossible to those who confine themselves to teaching alone, and then go North for the sum mer, to wait in hotels or act as porters in sleeping cars. I regret that the need of raising money for the institution has made it necessary for me to be away from the school and the southern field so much of the time.

H. B. FRISSELL, Chaplain.

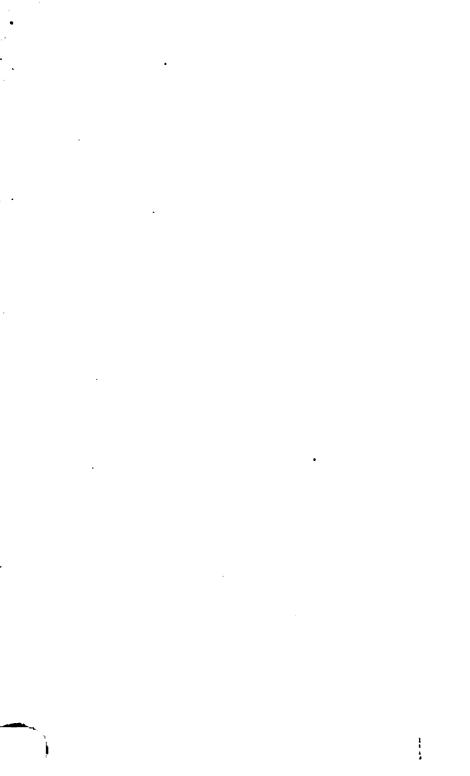


# THE HAMPTON NORMAL AND AGRICULTURAL INSTITUTE

PRINCIPAL'S REPORT

FOR YEAR ENDING JUNE 30, 1891.

HAMPTON, VA.
NORMAL SCHOOL STEAM PRESS, PRINT,
1881.



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## ANNUAL REPORTS

FOR YEAR ENDING JUNE 30TH, 1891.

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## INVESTMENT COMMITTEE.

Who control and invest all funds contributed for Permanent Endowment:

ELBERT B. MONROE, Southport, Conn., Chairman.

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GEO. FOSTER PEABODY, New York, Of Spencer, Trask & Co., Bankers.

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The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their Twenty-second Annual Meeting at Hampton, Va., May 20, 1891. for the transaction of the business of the Institute.

The Reports of the Principal, Treasurer, and heads of Departments were presented and referred to Committees for report, and then returned, acted upon, ordered to be completed up to June 30th (the end of the fiscal year), and are published herewith, under the direction of the Executive Committee.

The Trustees present were:

Messrs. M. E. Strieby, of New York City.

R. C. Ogden, of Philadelphia, Pa.

A. McKenzie, of Cambridge, Mass.

W. N. McVickar, of Philadelphia, Pa.

L. H. Steiner, of Baltimore, Md.

Thomas Tabb, of Hampton, Va.

Amzi Dodd, of Bloomfield, N. J.

C. L. Mead, of New York City.

Geo. Foster Peabody, of New York City.

S. C. Armstrong, of Hampton, Va.

The State Curators present and attending the deliberations were:

Messrs. Isaac H. Christian,

Jno. J. Woodhouse,

Ino. E. Mapp,

William Thornton,

Taswell Branch,

Robert Norton,

and the usual business of that Board was transacted.

The resignation of Mr. A. K. Smiley was accepted, and the Rev. D. H. Greer, D. D., of New York City, was elected in his place.

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denominations, but no one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on the use of the State money.

They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one. This meets the cost of their board and clothing.

From ten to twenty Indians, besides, are taken at the expense of individuals.

The standard attendance is six hundred and fifty, chiefly from Virginia and the neighboring States, but representing 22 States and Territories. Of these, 132 are Indians.

In the Preparatory department, ("John G. Whittier" School,) there are three hundred children from the neighborhood.

There are 80 officers, teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of Hampton's 750 graduates and many of its under-graduates are or have been teachers in free

schools of Virginia and other States. It is estimated that 40,000 children were the past year under their instruction.

The great majority of the teachers and preachers of the Negro race are "blind leaders of the blind."

The 20,000 public free schools of the South are to-day not half supplied with competent teachers who are needed not only to teach from books, but, as examples of industry, thrift and Christian living. The right school teacher is usually as active in Sunday school and temperance work, as in the class room. Hampton's work is to supply these especially in the remote and benighted country regions, where ignorance, superstition and low ideas of labor and morality prevail.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of at least sixty thousand dollars must be raised annually to meet current expenses, chiefly salaries of officers and teachers, and the cost of maintaining our five hundred Negro student boarders. The payments of these students are almost wholly in labor, much of it being non-productive but exceedingly valuable as a training, consequently is a serious tax on our resources.

An Endowment Fund of at least a million dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.

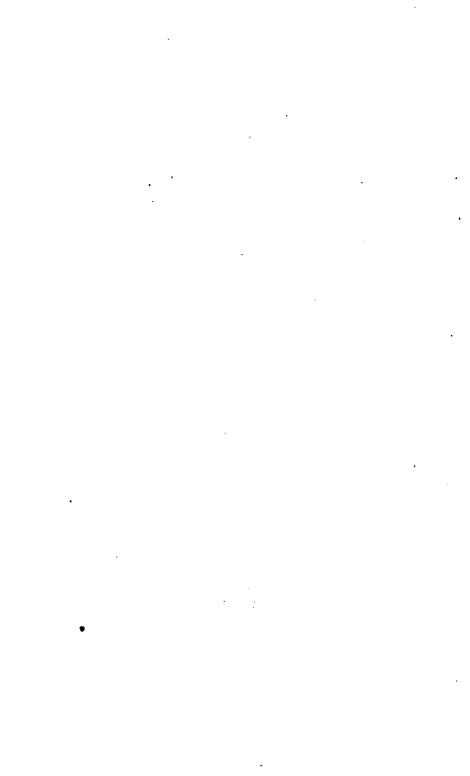
## S. C. Armstrong,

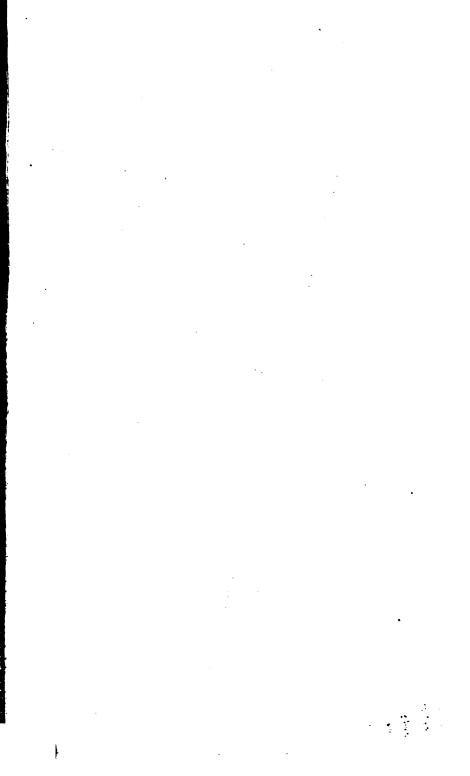
Secretary of the Board of Trustees.

HAMPTON, VIRGINIA, JUNE 30th, 1891.

## FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of . . . . . . . dollars, payable, &c., &c.





## PRINCIPAL'S REPORT.

To the Trustees of the Hampton Normal and Agricultural Institute.

GENTLEMEN:—In this, the twenty-third year of the school, it holds its attendance, reached two years ago, of six hundred and fifty student boarders, of whom 132 are Indians; representing twenty states and eight foreign countries. The Whittier primary school, with three hundred neighborhood children, makes the total on our grounds this year, about 950

In the Administrative, Academic, Industrial, Business and Hospital departments there are eighty employed as Officers, Teachers, Managers, Foremen, Clerks and Nurses.

As stated in my last report, intensive rather than extensive development has been the plan. In class work and shop work there has been marked gain; more, I think, than in any one year of the school's history, at no increase of current expense. Never was the school more ready for scrutiny than to-day on the score of efficiency or economy.

Salaries are generally the same as fifteen years ago; two leading ones are each \$500 less than formally; while the value of all the services rendered may be greater than when the school was half as old and half as large.

The work now is to "weed out" weak or unworthy students or employees, to stop the leaks in our large "plant," which provides lodging and subsistence for over seven hundred people, in whose sixteen industrial departments about \$55,000 are yearly earned by student labor. Avoiding waste of labor or material in shop or class room, economy of administration, and the best methods in business and in teaching, are points ever to be held in mind.

For an account of the teaching for the year, see report of Miss Elizabeth Hyde, head teacher, followed by those of

Miss Richards and of Miss Showers, in charge of the Indian and Night classes, respectively. Your attention is also invited to the reports of Mr. Hatch and Miss Lowe, on the young men's and young women's Industrial departments, the financial transactions of which for the year, cannot be given till after July 1st, for which see Treasurer's report in due time.

Much attention has been given to the correlation of studies by which better results are gained and time is saved.

It was felt that under the Act of Congress approved August 30, 1890, for the benefit of the various State Agricultural Colleges, by which this institution receives one-third of Virginia's share (the State's share being \$15,000 a year to increase by \$1,000 annually till it shall be \$25,000) there should be more thorough instruction in Scientific Agriculture and Science generally, for which the new Science building provides excellent facilities. Accordingly, Mr. J. T. Hatch, graduate of Orono Agricultural College, Maine, with one year's special study at Harvard College, Mass., was engaged, and since January, has taught the principles of Agriculture and Horticulture.

I have again urged upon Hon. John E. Massey, Supt. of Public Instruction of the State of Virginia, the wisdom and justice of giving up examinations in technical grammar as tests for colored teachers in this State, to which he has cordially responded, and we may hope soon to dispense with parsing and analysis of sentences; putting the time heretofore spent in technical grammar, to teaching the proper use of our language by useful, practical exercises. In making this change, Virginia would only follow Connecticut, which has taken the lead in common sense methods in this matter. Getting at essentials and getting rid of non-essentials in teaching is, these days, foremost in the thought of educators.

The Industrial Departments may be classed as follows:

I.—Household work, required for over 700 boarders (students and teachers); including general cleaning, dish-washing and laundry-work by

girls, and cooking, waiting and janitor's work in ten buildings by boys; students (chiefly girls) earned in 1889-'91 \$25,138.85  II —Farm work; students (boys) in 1889-'90, - 8,430.18
III.—Mechanical work, saw-mill work, carpentering and wood-working machinery, black-smithing, wheelwrighting, painting, shoemaking, harness-making, tinning, knitting machine work, work in machine shop, and on steam, gas and water "plant," printing, tailoring, sewing and dress-making (girls in last
four only), students' earnings 1889-'90, - 21,776 17
four only), students' earnings 1889-'90, - 21,776 17  Total, \$55,345.20
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Total, \$55,345.20  For the year ending June 30, 1891, the earnings:
Total, \$55,345.20  For the year ending June 30, 1891, the earnings:  I.—Household work, were \$25,300.48

The first class is composed of non-productive occupations; the last two classes of productive industries, that is, their products are used or sold, bringing back the cost of labor and material (except in disastrous times), sometimes making a profit; while the labor of the first class, as valuable in the market as any, is a direct drain on our resources. The one is to the other about as \$25,000 to \$30,000, or as 2.5 to 3.

Instruction must be considered as much as production. The shop is for the boy rather than the boy for the shop. It would be economy to select and retain skilled workmen, but the skillful gradute must go out among his people where he is needed, and give place to a "green" hand, who, perhaps, worth from 50 to 75 cents a day on entering, may be trained to command at graduation from \$1 to \$2.50 per day a3 a laborer or mechanic. The skill that has carried him through school will carry him through life. Character is the best outcome of the labor system. That makes it worth, many times

over, its cost. It is not cheap, but it pays. Intelligent industry is the foe of immorality. More than anything else, it will help make good citizens and good Christians of our Negroes and Indians.

Training the head and heart create a wholesome discontent, the want of which is the Negro's curse; training the hand gives the power to satisfy that discontent; without that power he may go from bad to worse. Like his brother in black, the Indian too needs the spur of discontent and the capacity, through industrial training, to better himself. The day of manual training has come. I doubt if anywhere it has been pushed further than here, or made a more vital force in the lives of students.

Agriculture and Stock-raising must be the chief occupations of the Negro and Indian races; stock to the former means meat enough for home use; to the latter it means herds on his wide ranges, to sell as well as to satisfy his hunger. How to make grass grow on exhausted Southern soil, especially now that Western competition makes it cheaper to buy than to raise corn or wheat, is the problem of the white and colored farmer.

Our improved laboratory facilities; frequent practical lectures with illustrations, and the addition to our Agricultural staff, of two trained men, graduates of high grade Agricultural and Mechanical Colleges, one of them to come next July, will, I hope, make our future work for the farming interest better than it has been. Even our girl graduates, as school teachers, have been and can be most useful to the ignorant old-time Negro farmer, by giving the simple advice which they know how to give; by circulating agricultural tracts for children to read to their parents; which latter thing has been admirably done by Mr. Booker T. Washington, Principal of Tuskegee School, Alabama, whose short tracts to colored farmers are a model of brevity and good sense. The cow-pea, whose luxuriant green vine, plowed under, is a wonderful restorative to the soil, in effect offers freedom to hosts of Negroes in practical slavery under the lease or credit system of the South. They will never really

own themselves, or their homes or their votes, till, by better tilth, they can pay their debts and be free from the control of rapacious traders.

A minority of both races will be mechanics; this will be the better class. The more prosperous Negro farmers, with the carpenters, masons and blacksmiths, make, in the South, a middle class, whose thrift and good conduct command the respect of all. When they get something which the white man wants, by way of products to sell, money to loan, or valuable ideas and experiences to impart, they will have little complaint to make of prejudice; they are on friendly terms with their neighbors; they find they can vote as they choose, and, not infrequently, secure minor offices. Out of this class, in time, will come men of strength, education and wealth. would be as impossible to control the tides of the sea as to prevent real worthand moral force in this country from finally taking the place for which it is fitted. Opposition would strengthen it, persecution tremendously stimulate it. Legislation cannot help it.

The Negro question has, of late, received marked attention—see the papers and periodicals—especially in view of the last census. Its reliability is questioned, as was that of the previous decade, but it is the best light we have. The census of 1880, showed that, in ten years, Southern Negroes had increased 34 per cent.; the white, 28 per cent. That of 1890 reports that, in the last decade, the former have increased 14 per cent.; the latter 26 per cent. If Southern whites are increasing twice as fast as Southern Negroes, Negro domination in the future is a bugbear.

I quote from the New York Sun :-

"Except in Mississippi, the colored stood to the white proportionately fewer in 1890 than 1880, and in Mississippi, the proportionate increase of theblacks was very small. Five others of the States, Alabama, Florida, Georgia, North Carolina and Virginia, contained a colored population ranging from one third to one half of the population.

It is made apparant that there has not been any noteworthy tendency of the Negro northward since the civil war. The tendency has rather been from the border States further southward, particularly into Mississippi and Arkansas, where they have increased proportionately beyond the whites. The border States have lost and not gained colored population; the District of Columbia being the only exception.

The colored question, accordingly, is settling itself. The Negroes are showing less endurance than the whites, and are falling steadily into the background. In two States alone have they increased faster than the whites, and there only because of emigration from other States. In only three States are they more numerous than the whites, and in two of them their proportionate number is less than it was in 1880. In eight of the southern States, or one-half of the whole number, the colored population ranges from less than five per cent. in West Virginia, and less than six per cent. in Missouri as the lowest, to less than 28 per cent. in Arkansas, and less than 25 per cent. in Tennessee, as the highest."

I well remember the couclusion of the Southern thinkers before the census of 1870 appeared, based on the accurate mortuary records of Charlestown, Richmond, the District of Columbia and other cities. The Negro was thought to be unquestionably dying out, till it appeared that in that decade of catastrophe they had increased ten per cent. The death rate in the cities has, from the first, been appalling; the increase is due more to the favorable conditions of country life, where over two-thirds of our Negro population live.

The country Negro is the great and hopeful field of work for the Afro-American, which is the most accurate term we can use, since "Negro" is only partially correct. A large per cent. of our colored population are not Negroes. Many, classed as such, are scientifically and legally Anglo-Saxon—white people at a disadvantage because of a slight admixture of African blood—but under the social ban as much as those under the blackest Congo type. In the West Indies and in Sierra Leone, the mixed bloods are a separate class. The white "Negro" woman has the saddest lot in American life.

Our aim at Hampton is to reach the rural districts where the most and the best of the colored people live. They have no greater need than a decent Christian ministry. They are now chiefly supplied at the rate of from three to eight to each church, by a class of would-be preachers of a type illustrated by one who exclaimed in a cotton-field on a warm day, "O Lord, de work is so hard, de cotton is so grassy, and de sun am so hot, I b'leave dis darkey am called to preach." There is good authority for saying that at least two-thirds of their religious leaders are mentally and morally unfit to teach.

While a well educated ministry is needed for the cities, a suitable ministry is possible in the country regions only as they shall be supplied with self-supporting teachers, intelligent farmers and mechanics able to explain the Bible, and above all, examples of clean Christian living to those around them. Our 723 graduates, women as well as men, are largely doing this work. I ask your attention to the report below of Rev. H. B. Frissell, Chaplain, on his Class for Bible Study.. It is undenominational, taught also by the pastors of the various neighboring white churches, and is worthy of being placed on a solid foundation.

Speculation as to the future of the Afro-American is interesting. The only prophesy I can venture is that it will be in the line of present tendency, which is toward comfortable, useful and steadily increasing citizenship in our country. There is a noble and hopeful advance guard of those who own tens of thousands of good homes and year by year gain in prosperity, knowledge and character; and there is a large rear guard of idle, immoral people who, however potent for harm under demagogues, with their voting power, are not nearly such an evil in the South as a class in the North dangerous for their ignorance, vice and alien foreign quality. A very intelligent visitor, who last winter studied carefully the black belt of the South, came to the conclusion I did in 1887 after a like experience, that the Negroes there were slowly improving, and some Southern men agree with us.

The tendency is, I think, hopeful. Ideas will do their perfect work. Knowledge is power and is irresistible. The love of fair play is universal, and is stronger in the end than prejudice itself—the more extreme it is, the truer the assertion—tends to defeat itself and to develop its victim. Like all wrong, it returns on the wrong-doer, and helps those whom

it would harm. I sometimes wish that the poor whites of the South had some such urgent compelling force as that which has excited the Negro's pride and driven him to self-assertion, to organization and to self-development. It has made him determined and cheerful. He owes much of his manhood to the hard cruel pressure of our civilization.

Never was the Indian more than now in the thoughts and sympathies of the people. It is clear that the Government is disposed to be fair and liberal to the red race—more liberal than ever, as evinced by the recent appropriation of ten millions of dollars to pay them for lands ceded, and by increased aid for their education. But the Indian does not understand our administrative machinery; its delays are to him violations of pledges; justice that comes too late to prevent suffering is to him no justice at all.

The causes which led to the slaughter at "Wounded Knee" do not seem to be all out of the way, and some wise ones expect more trouble. Retaining his rifle and finally getting the food he fought for is to him another lesson that fighting pays better than submission.

It remains for the Government to fully and promptly fulfil all its obligations to the red man by way of carrying out its treaties, and especially by providing for or aiding in the education of all their children, with a non-partizan policy in the executive and educational departments:—"The complete abolition of the Spoils System in the Indian Service," as Mr. Herbert Welsh urges in the last report of the Indian Rights Association.

Professor C. C. Painter, in the same report, says, that "There has never been a time since this Association had its eyes on Washington, when the politicians have had such absolute disposal of positions, in the Indian service at least, as now."

The needed reform, so far as the educational department is concerned, has just been ordered by President Harrison, who has extended the Civil Service rules to the Indian Service, so as to include School Superintendents, their Assistants. Teachers, Matrons and School Physicians—525 in all. Of school positions not covered by Civil Service rules, there

are 449; these include Industrial Teachers, Mechanics, Seamstresses, Cooks and Laundresses; all of whom are appointed by the Indian Office, usually on recommendation from the field.

Besides 58 agents, there are 435 white employees on the reservations; of whom, 71 physicians (besides 2 Indian doctors), have been put under the Civil Service.

There are also at the Agencies 650 Indian employees, not counting 825 Indian police. Among these employees are 98 Indian judges, 4 farmers and 48 assistant farmers; 10 carpenters and 25 assistant carpenters; 17 blacksmiths and 25 assistant blacksmiths; 7 wheelwrights; 7 issue clerks; 9 millers, sawyers and engineers, and 34 herders and butchers.

This, from official sources, speaks well both for Indian and Government, and marks a great advance.

All admit, however, the need of something besides the questions of the Civil Service Commission to determine the fitness of an Indian Agent. It is to be hoped that the clean sweep of agents and their employees, made by the present and previous administrations, will not be repeated should there be a change in 1892 Can it be hoped? Such changes, with some good results, are on a pernicious principle.

It is encouraging, from last year's report, that 5,554 Indian families are living on and cultivating their own lands allotted in severality; that 21,774 other families are engaged in farming and other civilized pursuits; cultivating in all 281,613 acres of land.

At the rate of four to each family, this would make 109,312 Indians, beside 65,000 in Indian Territory (who are not counted in any of the reports quoted), living in decent and progressive ways.

Seventy thousand and ninty-five are reported as wearing citizen's dress wholly; 40,101 wearing it in part. There are 23,207 Indians who can read; 27,822 who can use English for ordinary purposes, and there are 19,104 dwelling houses.

It is very encouraging that 15,917 Indian children are now enrolled in Government and contract schools, an increase of 1,208 over last year.

Of the grand total of 243,534 Indians, but 57,960 are

drawing rations; none having a full food supply, the Sioux the most; that of the majority being about half enough for subsistence.

Giving Indians the right to draw the equivalent of the rations in stock or implements, would be the greatest encouragement to self-support. This privilege the educated ones earnestly ask. Doing this would do much toward taking the curse out of the ration system.

Whatever evils there may be in the Indian Service, it is safe to say that the Indian Bureau was never so well administered as now; never so progressive and so deserving of the confidence and support of the public.

While still far back in the line of progress, and in spite of a non-progressive element, that are no longer a majority (as shown by the late Sioux war and other facts), the majority, the progressive element, are to-day beyond mere barbarism. Not all welcoming it, they have accepted "the white man's, way" as inevitable; the older ones wish their children educated. Almost every family has a child or relative at school, feels its influence, is proud of it. Education is becoming the fashion. The Indian is now facing in the right direction, rough and low as his life is. Tendency is everything, and that is good. The change in the past ten years is wonderful. Measuring—the only true way—from the starting point, say General Grant's second administration, when humane ideas first prevailed, the progress has been great. We may hope for much more by the year of 2000. It will take many years for the "Dawes" or Severalty bill-the gateway of Indian progress—to do its complete work, for it meets many difficulties and needs adjustment to new conditions. Public sentiment, never so vigilant and intelligent as now, through various organizations, is felt at Washington as never before. Hope dawned for the Indian when the people made his cause their own.

What are the results of this work for two races? The strongest and most satisfactory testimonies upon the record of our Negro graduates come from Southerners, their former owners, and are most encouraging. There is no dispute as to their generally good record and usefulness. The most

cordial appreciation of their work and influence comes from the public school officers of Virginia and other States. In twenty years these graduates have made no serious complaint of and received constant "aid and comfort" from their white neighbors.

Their 20 years' record, collected during the past 2 years by Miss A. M. Hobbs and Miss A. E. Cleaveland, and edited by Miss H. W. Ludlow, will, I hope, appear in a few months, over 280 pages of the promised volume having already gone through the School steam press. You will be interested in the four maps; one of the school buildings and grounds; one of the vicinity, a region of great historical interest; one a "star" map showing the location of the schools taught by our Negro graduates in the South, and another a lithograph, showing in red signs the location and occupation of returned Indians in the West.

From the summary of "Twenty-two Years Work of Hampton School" I give the following figures, furnished by Miss Ludlow.

Total graduates, girls 280, boys 443
()f whom 25, 8 girls and 17 boys, are Indians.
Number whom have taught (reported)604
Number who have failed to teach90
Not known about
Combined teaching with other work
Principal occupations besides teaching.
MEN.
Professional (Ministry, Law, Medicine,)
Mechanical trades42
Agriculture (besides many who farm while teaching)36
In business for themselves, Merchants, etc
In Government employ (Army, Department Clerks, Surveyors, Po-
licemen, School Superintendents, Mail Agents, Custom House,
Light Houses)35
WOMEN.
Physicianr
Matrons or Housekeepers (besides many keeping for themselves

Missionary (in Africa) .......

house

Trained nurses	3
In business, Store, Millinery, Gardening, Laundry, etc.)	6
Dressmaking and Sewing	
At service, (besides many invacation)	
Musicians	
Total number of children reported by them as having been entin their schools (a large number reported more than once.)	rolled
Number of different localities in which they have taught school en several in one town or region)	
Of those 136 are in Virginia, 58 in North Carolina, 31 in South (lina, 28 in Maryland, the rest in nineteen other States from Fl to Wisconsin.	
Number of pupils taught by Hampton graduates who have t selves become teachers (reported in some cases twice).	
Number married	
Reported value of property owned\$16	
Average to each graduate	
Amount owned by girls	31,115
Acres of land owned	
A large number reported owning land but did not state quantity	
The richest graduate is worth	
The richest girl	

The book will contain a brief account of each graduateand of some under graduates, but will not report a large number who have left after on or two years at school, at least five hundred more, the majority of whom profited by their instruction and are good citizens. There has not been much wasted work. Forty-five of our graduates have made an unsatisfactory record.

I ask your attention to Miss Cora M. Folsom's report be low on the result of our work for Indians. It is given in usual detail after years of careful inquiry, and of special recent investigation in response to a resolution of the Senate of the United States calling for the statistics from the leading "contract" schools.

The statements are based—I. On personal visits to the Indians in their homes by the officers of this school. II. On reports by Agents and Missionaries; by letters and verbally as we have met them.

Of 318 now at home who have been from two months to ten years at Hampton, 286 have done from fairly well to very well, 32 have been disappointing. Nine-tenths have been generally satisfactory. This includes 61 of the sick and unfortunate, from whom little could be expected: much on their record has been faulty from our standpoint, not from theirs, because it has been in the line of Indian custom. Indians are fickle, individual records often change, but the totals stand, improving every year.

We record II as bad, who, knowing better, did wrong; but with one exception, this was expected. But one on the bad list is a full-blooded Indian who with a half-blood on the same list, is traveling with a show. The worst use of an Indian is to send him to take part in a public show.

Forty-three girls are well married and in good homes. In spite of much discouragement—one good crop in three years is the average—89 boys now have farms under cultivation. The farmer plainly needs other resources: we recognize this in our Hampton training. There are 38 at trades at Agencies; there would be twice that number did the Government allow Indian apprentices to make goods (shoes, harness, wagons, etc.) which it purchases in New York. Occupation for girls will increase with the growing demand among Indians for cheap but better quality of civilized garments than is issued to them. I again refer you to Miss Folsom's full statement.

There is little antagonism to our claim as to the results of Negro education; there is constant attack on our work for Indians as a wholesale failure. Hence the space given to it in this report.

The Messiah craze and the Sioux war were a crucial test, especially in standing Rock, the home of Sitting Bull, whence 82 of our students have come. But one, who was a son-inlaw of Sitting Bull, joined in the war party, the rest "remained loyal to the Government and firm friends of law and order throughout the excitement" reports Major McLaughlin, Agent in charge.

Yet the majority of educated people in this country believe that there is no good Indian but a dead one.

A word for the higher education of Indians. It is as needless for the great majority as it is needed for the few

who prove themseves of exceptional capacity and character. One thoroughly educated like Dr. Susan La Flesche, at Omaha, is worth a host in herself. No economy could be more stupid than to cease providing for the unusual talent now and then found among Indians.

Including credits and payments to colored students for their labor in the sixteen industrial departments, the total annual cost of the School's work for 650 students is about \$154,000; or \$238 apiece; the net annual cash cost, besides improvements, is about \$100,000 or at the rate \$154 for each one. Of this amount \$27,566.61 were received in 1889-90 from annual scholarships of 70.000 each. Of the \$33,480.15 from donations that year for general purposes, \$19,155.49 were expended in payments on the previous year's debts, leaving \$14,262 66 for expenses for 1889-90, making with \$18,160.71 of unrestricted legacies, contributions expended in that year \$60,051.98.

The receipts for year ending June 30, 1891, have been, for annual scholarships, \$ 25,315.56 For general purposes (including unrestricted legacies, \$17,200.88). 49,743.93 Amount needed, which we hope to secure each year from the charities of the people, about, 60,000.00 Income from endowment funds and rents, about, 10,000.00 Interest on Agricultural College Land Fund paid regularly by the State of Virginia (last year), 10,329.36 Appropriation by Congress for the maintenance of 120 Indians at \$167 apiece (last year), 19,680.59

Total for annual expenses, 100,009.95

The Fayerweather legacy of \$100,000, which we hope to receive within a year, invested, should yield \$4,500 annually, and will, so far, relieve the need of using unrestricted bequests for current expenses, enabling us to put them into endowment.

The interest of a million of dollars would not be sufficient to meet our current expenses.

Profit from our industrial operations is incidental, not essential. Only getting back cost of material and of students' labor is essential here. But a dollar earned is better than a dollar given. Man making is first, money making is second. But the skill and the drill that make money may be good for men.

I have not referred to the great improvement in our mechanical department this year: it comes from the liberality of Mr. C. P. Huntington, who, in 1878, established a steam saw mill, capacity 9,000 feet a day, also providing wood working machinery, which was last year out grown and in part worn out. The addition by him since last June of a saw mill extension at one end of the "Works," cutting capacity 25,000 feet of lumber daily, and of a large, two story annex (125 x 40 feet) for work shops at the other end; with a new and greatly improved outfit of machinery, employing in all 63 boys, at a cost of \$23,000, with other important improvements, has given this School, I think, the most complete single industrial plant of its kind of any institution in the land.

Besides these advantages for manufacturing first class lumber, for which there is a good market, not without competition in this rapidly growing section, the effect of improved and rapidly working machinery on the boys is excellent. The mere drudgery of handling logs is now done by a "steam canter" which relieves five men who find use for their quickness of eye and of hand in selecting, sawing, handling and preparing for market-a valuable skill-the products of machinery such as is found in all the best saw mills. The boys used to drive the machinery and took their time; now the machinery drives the boys;—they move quickly, delays are dangerous, and the education of it is wonderful. Machinery is fast going into the South and the Negro should be ready for it. Even if it sometimes uses him up (he occasionally uses it up) he can afford the risk. It will some day help the Indian to compete with the white man. One, of the Onandaga tribe, has gone from this saw mill to run the steam engine of the Sweet Manufacturing Co., in Syracuse, N. Y.

With sufficient capital for its larger operations, not yet

provided, the saw mill should, as it has in some previous years, not only make a fair profit, but, by constant running, supply slabs and saw dust enough to dispense with the use of coal for our eight boilers. These send high steam to cook for 650 people, and low steam for heating purposes in underground pipes which run through brick trenches 2,500 feet to Virginia Hall, and ten other buildings containing over 2,500,000 cubic feet, through 2,000 feet of lateral trenches. About \$3,000 a year is thus saved by using saw dust.

I think that, barring accidents, our improved mechanical plant will be, by its earning and savings, material help on current expense account. Another year will show. There will be in all this productive industry no discount of instruction in drawing and in the principles of mechanics, as a visit to it would show. Your attention is invited, for such action as your shall think best, to the following reports—to be completed when the school's fiscal year shall end, June 30th:

Girls' Department.—Miss M. A. Mackie, lady principal.

Normal School and "Whittier (preparatory) School .-- Miss Elizabeth Hyde, head teacher.

Indian School.-Miss Josephine E. Richards, in charge.

Night School.-Miss Susan Showers, in charge.

Review of Academic Work.-Miss Jane S. Worcester, teacher.

Reveiw of Industries, Housekeeping and Girls' Work.—Miss Flora F. Lowe, teacher.

Agricultural and Mechanical Work.—Mr. J. W. Hatch, teacher of Agricultural Science.

The Social Life of Students.—Miss Elizabeth Clark, teacher.

Record of Graduates and Redding Matter for Graduates.—Miss A. E. Cleaveland and Miss A. M. Hobbs, correspondents.

Record of Returned Indians.-Miss Cora M. Folsom, correspondent.

Report on Library.-Miss H. S. Baldwin, librarian.

Health Report.-M. M. Waldron, M. D., resident physician.

Report on Discipline and Military Drill.—Rev. C. W. Freeland, commandant.

Report on Religious and Missionary Work.— Rev. H. B. Frissell, chaplain.

I also ask your attention to the following reports in manuscript, the substance of which appear in Miss F. F.

Lowe's and Mr. J. W. Hatch's Review of Industries. They contain details and recommendations which are well worthy of consideration by the committees to which they shall be assigned.

I. Report of Mr. F. C. Briggs, Business Agent.

II. Under the general direction of the Lady Principal.

Students' Boarding Departments.—Colored girls' house-work, students' and teachers' laundry, employing 205 girls.

Mrs. Irene H. Stansbury, Mrs. H. H. Titlow, Miss Grace Showers. Miss Clara Woodward, Miss Mabel Woodward.

"Winona Lodge" (Indian girls' building), house-wore and laundry, employing 39 Indian girls

Miss J. E. Richards, in charge, assisted by Mrs. Lucy A. Seymour, Mrs. I. I. Gorton, Miss Georgie Washington.

Girls' Industrial Department.—Sewing, tailoring, dress-making, clothes-mending, and manufacture of underwear, employing 69 girls.

Miss M. T. Galpin in charge, assisted by Mrs. E. T. Mitchell.

Teachers' Home. -- 69 boarders, 16 student waiters and pantry boys, and 4 student cooks and helpers.

Mrs E. R. Gore and Miss Charlotte Thorne, housekeepers.

Diet Kitchen.-Average at the table 35 students.

Miss H. E. Judson in charge.

Cooking Classes and Girls Holly Tree Inn.—Eighty colored and Indian girls taking lessons.

Miss Bessie Morgan.

Whittier School Cooking Classes.—Seventeen colored girls taking lessons.

Miss Harriet W. Howe, in charge.

Girls' Garden.—Thirty girls taking lessons.

Miss G. Showers, in charge.

Boys' Holly Tree Inn.—Open only to students.

Mr. F. C. Briggs.

III. Under the special or general direction of Mr. Albert Howe, Superintendent of Industries. Negroes and Indians are more or less mixed in the following named departments:

Home Farm.—One hundred and twenty-five acres; and Hemenway Farm, 550 acres, 4½ miles distant (with "Shellbank Industrial Home," in charge of Miss Clapp); farm shops, (wheelwright and black-smith), 39 boys on !arm; 17 in shops.

Mr. Albert Howe, manager, asssisted by Mr. George Davis and Mr. H. Corson.

Huntington Industrial Works.—Saw mill and wood-working shops; 63 boys.

Mr. Howe, manager; Mr. J. H. Brinson, Superintendent.

Huntington Industrial Works Annex.—Technical shops as follows: Carpentry for boys and girls—28 colored and 25 Indian girls, under Miss Park; blacksmithing and wheelwrighting, 20 Indian boys, 3 colored boys.

F. L. Small, in charge.

Same Annex.—Repair shop; 16 boys. Mr. John Sugden, in charge.

Paint Shop.—19 boys; Mr. J. F. LaCrosse, in charge.

Harness Shop.—6 boys; Mr. William Gaddis, in charge.

Shoe Shop.-12 boys; Mr. John E. Smith, in charge.

Tin Shop.—4 boys; Mr. E. E. Woodward, in charge.

Knitting Department.—15 boys; Mr. Edward Jones, in charge.

Printing Department.—All kinds of printing and job work done; 9 colored and 4 Indian boys—5 graduates; C. W. Betts, manager.

Machine Shop.—Iron work of all kinds; wheelbarrows and trucks a speciality; steam, gas and waterworks of the school cared for. 25 boys employed. Mr. E. O. Goodridge, chief engineer, in charge.

Nineteen boys are employed as waiters, cooks, etc., in Teachers' boarding department; 10 are janitors in care of buildings; 3 are orderlies and on office duty; 3 general duty men; 10 janitors of schoolrooms, library, church, etc., and one in the commissary department,

The height of our industrial success is to supply teachers of farming, carpentry, blacksmithing, printing, etc., for the increasing industrial colored schools of the South. There never have been so many calls for managers of shops as within the past ten months.

We have this year sent one to Alabama; one to Florida and expect soon to send two to Mississippi and one to Kentucky. Many apprentices are faulty; few are fit to become foremen. We aim to find and train such.

### In General,

The new Treasury building and Executive Offices, the gift of Mr. E. B. Monroe, add greatly to the comfort and convenience of administrative work.

The vacated offices in the Library building will be used—one for the exhibit of various school products; the other for a museum to illustrate life, customs, costumes, architecture, etc., in all parts of the worlu—to be a great help in the study of geography. I hope in time to fill this room with contributions from those who have curios to spare from collections.

Most commendable is a new Hospital and Dispensary just started on our grounds for the poor of the neighborhood through the efforts of Miss Alice M. Bacon, teacher. It will be independent of the school: no tax on its resources, and will, I believe, do a much needed and beneficent work among the aged and infirm colored people in the vicinity—some of them the remnant of the great "Contraband" camp of war times.

I deeply regret to report the resignation of Miss Mary F. Mackie, Lady Principal, after twenty years of faithful, invaluable service. She goes in obedience to claims at nome that are paramount. She is a part of all that Hampton School has done and is; has done much to make it what it is, and will always be held in loving, grateful remembrance by the hundreds whom she helped to a higher manhood and womanhood.

Provision has been made for her place, in a way, I think, to insure integrity and success in her department. Every year the School becomes gradually stronger, and less dependent on any individual life; the change of personel will, ere long, be complete, but the work will go on just the same.

The sad news of the death of Gen. J. F. B. Marshall, Trustee, and for fourteen years Treasurer of this School, has just been received. He did much to make the School what it is. He organized our system of accounts; trained students to be efficient clerks, and the good condition of our business affairs is largely due to him.

But his influence and value extended far beyond office duties. He gave tone to the entre work and impressed his noble, kindly character and manhood on hundreds of students, who will always look upon him as a father and true friend.

Since resigning, eight years ago, to take up even more difficult work for the Negro and Indian races, he has constantly spoken and labored for this school, in season and out of season; pushing its needs and claims—helpful, hopeful to the last.

He will be remembered and mourned by many in this and in other lands.

Relations with the State of Virginia still continue to be satisfactory. There has been no change on the Board of Curators.

Our graduates seem more welcome and better appreciated than ever throughout this Commonwealth.

The size and the age of an institution, are not proofs of its real merit. There is danger of "rot" in things that are old and big, and often the finest quality and value in obscure work and men. There is constant need of watchfulness of weak points, institutional and individual. It is ours to stop the leaks, and to train students who will know how to teach and not be ashamed to work.

"I can dig" is the fitting subject of to morrow's valedictory essay.

Respectfully Submitted,
S. C. Armstrong,
Principal.

Hampton, Va., June 30th, 1891.

# Girls' Department.

The record of the year which is drawing to a close is so similar to many that have gone before it, that its history, without repeating, may be written in a few lines.

The Colored girls, who are my special care, have numbered 205; of these 134 belong to the Normal, 71 to the Night School. All these are boarders. At this date, 22 have left for various reasons—5 of their own accord, 5 for sickness, 5 dropped for poor scholarship, 3 worthless

in work and study, 4 expelled for bad conduct.

Two buildings accommodate these girls; the Cottage, the latest built, has very small rooms which hold only two; in Virginia Hall the rooms are large and so can be made to hold more. For comfort and hygienic results, 125 is all the building should accommodate; 151 is what it has been obliged to hold this year; 26 more than its complement. This would only be tolerable in cold weather, and as our number has been decreased by 22, as stated above, we now have, when it is most necessary that we should, our normal number for comfort.

It has been our custom to room our night girls only in the cottage, which was built specially for them several years ago: last year to a small extent, and this year to a greater, we have mixed the girls of the various classes with excellent results. The teachers rooming in the Cottage report a great improvement in the order and quiet in that building over years when it was occupied only by new students, and the presence of night students in Virginia Hall has been no disadvantage here. The old students have verily proved to be a leavening portion for good, and the new students have very quickly learned the regulations which must control in so large an establishment.

I have never known a more loyal, docile and obedient spirit pre-

vailing among the girls than has been shown this year.

The arrangement which has this year confined the supervision and reponsibility of the lady principal wholly to the life of the girls, outside of the Academic work, is a wise one and must be greatly to the advantage of the girls in the future. One who has not held such a position to 200 girls, can have no idea of the numberless and constant appeals which come from both students and teachers to right things which are wrong and to provide for the comfort and welfare, in every way, of those committed to her care. Character building is of course the great work to be done for these girl students, and every earnest, true teacher does work toward this end; but upon her who stands in the place of a mother to these girls the chief burden rests. To do this work well, requires time as well as strength, and it should be her first work and not, as has too often been the case in these last years since the school has been large, crowded into half hours which could not be used for other duties or perhaps left quite undone.

While the chief part of her work is the supervision of the girls' in-

While the chief part of her work is the supervision of the girls' industries, I do not think the Lady Principal should give up all academic work; to be able to harmonize wisely and justly the educational forces which lie in both study and work, to know when one must give away to the other, it is very important that she should have an active part in both and teach at least two classes, perhaps three, daily.

The work of the girls, is with rare exceptions, confined to the

sewing room, laundry, and household. All engage in the latter daily and all work beside one day each week, either in laundry, or the sewing room. The necessary work to be done in all these departments is so great compared with the number to do it and the time to do it in, that every energy is strained in the doing of it, and the result is that in our desire to get the work done as speedily as possible, and as well as possible we consider often the work rather than the worker, and keep a girl at one kind of work simply because she does it well instead of rotating the girls, that all may have a chance to learn every kind of work and become skilled in it.

The laundry work has of course increased greatly with the size of the school. Until this year one lady has superintended the whole A month's experience in it during the winter convinced me that for the greater part of the week, two ladies were needed, one to be in charge down stairs where the washing goes on, and one above in the ironing room. This extra supervision one of the two matrons is able to give and, by this arrangement, which is no extra expense to the school, better work is secured from the students and more care can be taken to ensure the return of the clothing to the rightful own-The complaints of the losses in the laundry have lessened and, judging by the small quantity of the unmarked clothing which comes to me at the end of the week, averaging about 25 pieces, not a large amount for 600 students, I think the latter are learning that to secure the return of their clothing from the wash, it is chiefly necessary that it shall be well marked. About one half of the boy's clothing, formerly sent to the industrial room to be mended, is now retained at the laundry and mended by the girls under the direction of the matron, and they thus get experience in patching and darning which cannot but be helpful to them.

I have suggested to those in charge of this department that in another year all the girls in the Night class shall, in small classes of 4 or 5, under the supervision of the matron, be required to take the washing of a number of their fellow students and carry it entirely through the various processes by themselves; that so each girl may become a practical laundress, understanding all parts of the work—starch making, etc. Girls who have made their living at this work before coming here might of course be excused from it—but every girl who goes out from Hampton ought, for the comfort of her own household in the future, to understand laundry work, as well as the cutting making and mending well of all simple garments.

The heads of the various industries cannot be expected to see that this teaching is planned for and done, but the Lady Principal is the one, it seems to me, to do so, and should have the authority to enforce it, even if at times the regular work of the shops should have to give

way a little in the accomplishing of the task.

Two good matrons acting under the Lady Principal are force enough to attend to all the household work of the girls, one assisting also in the laundry, as I said above, and at the same time be responsible in a general way for the needs of the boys' domitories. I want to say a's), that in the future I think the house cleaning should be done by the matrons, not by the Lady Principal as heretofore. Both matrons should be here during the Summer and Fall cleanings. Having done the matron's work for months at a time, in connection with

my own work, I feel that I speak of what I know when I say that two strong women can do it all, do it well and have all the leisure they desire; but, I want to say strongly, that it is most unwise to appoint to such positions ladies who are not physically strong. In a certain sense the work of a matron is not only hard but it is drudgery, and no one should take hold of it, without so understanding it and who is not willing to put her whole heart and strength in it. But here it seem to me is the vantage ground for laying strong, true foundations from which noble, self-denying characters shall rise. In all the work on this side of the place, my experience is that these young people, both boys and girls, need some one always with them to ensure their doing honest, thorough work, and so by continual doing form, if possible, habits of good work. In this, as in all else, example is with them stronger than precept.

In arranging for vacation among the ladies who hold these positions in the house industries, the two at the head of the two laundries, students' and teachers', have alternated for the summer, one leaving directly after the Commencement, say the 21st of May, returning July 21st, the other being absent from July 21st to Sept.21st. We have not been in the habit of employing a special head for the teachers' laundry in the summer: the family being small, one of the matrons has done what

was needed in the way of supervision here.

I should recommend that the Lady Principal should remain until July 1st, to see the summer school well organized and to relieve the matrons of all responsibility of discipline while house-cleaning; late in September is early enough for her to return. I should recommend the two matrons to take charge of the family alternate summers: one being away from July 1st to Sept. 10th; the other taking as long a vacation any time after November 1st, when the School is in good running order. One matron here alone during the summer, would need a little assistance in some of her duties which could be rendered perhaps by a night teacher or by a reliable graduate girl.

I have written these details as the result of experience, thinking it may be of use to the one who shall come after me. In closing I should like to express to you, through you to the "Board of Trustees," my thanks for your personal kindness, for the privileges I have had of working under you and for the pleasure and profit which have come

to me in my work.

Respectfully, MARY F. MACKIE, Lady Principal.

# Academic Department--Normal Schools.

On October 1st, 1890, began the Twenty-third Academic year of the School.

The enrolment for the year is as follows:

Girls.				Boy's.			
Senior Class,	_	-	16	Senior Class,	_	_	22
Middle Class,	-	-	48	Middle Class,	-	-	62
Junior Class,	_	-	75	Junior Class,	-	_	65
Intermediate,	-	-	20	Intermediate,	-	_	25
Night School,	_	-	73	Night School,	-	_	174
Indian School,	-	-	25	Indian School,	-	-	31
********	٠.	_	257				379

Whittier Day School, 300 children.

Total, 936.

In the Normal School there have been 57 Indians distributed through the various classes as follows: 8 Seniors, 16 Middlers, 22 Juniors, 11 Intermediates. This is the greatest number of Indians that we have ever had at one time in the Normal School.

Six of the Normal pupils come from Hampton, and are day pupils

only.

Our present Senior Class is the 21st to graduate from the School. The course of study has been very much like that of previous years.

An effort has been made to give more time for observation and

practice at the Whittier.

Each student has spent two weeks in this sort of work; he was assigned to one of the rooms and asked to observe and take notes on the work going on in that room; gradually classes were assigned him, and finally the whole room put in his charge under the supervision of the regular teacher. The entire work has been assigned and supervised by Miss Hart, who is in general charge at the Whittier. The Seniors have been met separately and in classes, criticisms and suggestions, offered, model lessons given by Miss Hart herself.

Although two weeks' training is only a drop in the bucket, it has been enough to show that our students have in them the possibilities of making good teachers, that what they most need is more chance for training. Had we not lost our Whittier School house last year, each student would have spent a month teaching instead of two weeks but the delay in getting into our new building made it impossible for

us to give a month's training this year...

The Seniors have had the privilege of keeping their evening study hours in the library. Having access to the valuable books of reference has taught them the best way to study, and freed them from the narrowing results of confining them to their text books alone. This use of the library has brought about most excellent results, and I think all the Senior teachers have felt its influence upon their work.

There has been no change in the course of study for our Middle Class this year. To supplement the work of methods of teaching, an ungraded school has been formed in one of the rooms in the Science Building. The children are selected from the Whittier School, and vary in age from 6 to 14 years.

The Middle Classes spend, considerable time in observation in this room, and the children are always ready and on hand if needed

by the teacher of methods in illustrating any of her work.

The change in the Junior Class work has been the substituting of hygiene and physiology in the place U. S. history, which has hitherto come the last half of the Junior year; the work in physiology follows naturally after the course in natural history, and the two subjects have been connected and taught to a great extent by comparison.

The entire science work of the school from the Night School up

has been this year under the supervision of our Professor of Agricul-

The idea has been to have all the science work have a definite purpose in view, besides that of merely cultivating the powers of observation. To this end a large proportion of our teachers have become science teachers, regular teachers' meetings have been held, the work for the week planned out, reports given as to work done, each teacher has known what was being done in the other classes. The geography teacher has known what has been done which may help illustrate her subject, the teacher in chemistry has given the experiments which she knows will be needed in the work in agriculture and in the other branches of science.

Twice a week the Seniors and Middlers have had lectures on the subjects of Agriculture, these lectures being given by Mr. Hatch him-

A systematic course in drawing has been introduced this year into both Night and Day Schools. Some of the work has been excellent. We need a room specially fitted up for the purpose, and hope to have it another year.

The success of the Holt system of teaching singing has been so marked in the Night School, and Whittier and Indian School, that we are planning to have singing taught systematically throughout the

School next year.

The Junior girls have had their usual two lessons a week in gymnastics, and will soon give their final exhibitions illustrating the work

of the year.

A new departure for the Middle girls is their introduction to the technical shop, where they are taught to handle tools. As the Middle girls are to go out and teach next year, it is believed that this know-ledge will be extremely practical; their school houses and school rooms are always greatly in need of those little repairs, which may be made by many of our girls, provided they are possessed of a little "gumption" and knowledge of tools.

In closing, I wish to commend most highly the spirit of the school as shown throughout the year. There has been almost no need of discipline, as both Negro and Indian students have proved themselves quite capable of governing themselves. Let us hope that each year will find this idea of self-government growing stronger and stronger in the minds of our pupils, who must first learn to govern themselves before they can hope to govern others.

### Whittier School.

We opened school November 24th in our new building, an almost exact reproduction of the one burned March 1st, 1890. Any changes made have been improvements; a tower adds to the external appearance, the basement and attic are both higher and better finished, and furnish fine play grounds for boys and girls in unpleasant weather.

In the attic is a beautiful room fitted up as a cooking school, and we hope to have another fitted up as a technical shop, so that the

Whittier boys and girls may learn to handle tools.

The improvements on the building, as well as the building itself.

we owe to Mr. and Mrs. McWilliams, of Brooklyn, New York.

Our 300 children were happy enough to get into the school again. I think they have worked harder this year than ever before. The old pupils are learning to use encyclopedias and dictionary, and all the children are enjoying immensely the supplementary reading matter furnished by the modern historical, geographical and science readers.

The children are fortunate this year in being able to have free school until the middle of June. Whether we shall be able to keep the children in school so long remains to be seen. The middle of May is our usual time for closing, and as the warm weather comes on and there is farm work to be done, many of the children may have to go to work.

Our numbers have fallen from 300 to 250, less of a falling off than

last year at this time.

The cooking school is a new feature of the school this year, and has taken the place of the former Kitchen Garden class.

This school has been supported and fitted out by Miss Emily Huntington of the Wilson Industrial School, New York City. It has been very popular, and the only regret has been that we could not afford to give the chance to more of the girls. There would be no difficulty in forming as many classes as could be supported. No girl is obliged to join the class nor obliged to remain in it after she has joined.

Two classes of boys (six boys in a class) have been reporting twice a week at the Normal School Technical shop. Miss Park reports favorably as to their interest and the character of their work. As in the case of the girls, there would be no trouble in forming classes. A shop at the Whittier could be supplied with classes all day and every day in the week. The people are just beginning to realize the value of industrial training, and it seems a pity that this sentiment should not be encouraged as far as possible.

Our sewing classes have been under the direction of one of our last year's Middle girls, who has also acted as assistant in the different rooms. She expects to enter the Senior Class next fall, having received at the Whittier that experience in teaching which is expected of our Normal pupils before entering the Normal Class.

The Holt system of teaching singing has been introduced into the School this year, and we feel that the experiment of teaching the children to sing by note is a success.

The work has been under the care of Miss Cora Butler, who has besides her Whittier classes, had classes in our Night School and in the Indian School.

A very pleasant experience this year has been the meeting of the mother of the Whittier children at Saturday afternoon teas, which our pleasant cooking school room has made possible. The teachers of the different rooms have been present to meet the mothers and talk over the children with them.

To me these teas have been most enjoyable; they have brought those whom I have never met before and given me a chance to talk over matters in a very pleasant way. Home visiting has also been done by the different teachers. The Whittier is only a day school, and like most day schools its problem is one of home influence and training. We realize more and more the hopelessness of working without the co-operation and sympathy of the parents of the children.

E. Hyde,

In Charge.

# Indian School.

The bird's eye view of the Indian work at Hampton, called for by an annual report, seems naturally to resolve itself into three lines: the material we are working upon, the aims we are working for, and

the appliances we are working with.

The "new party" of to-day, differs widely from the first parties of Indian pupils at Hampton. The long-haired blanket Indian arrives no more, though in a very few cases the shears have but just done their work. As the Western schools steadily gain in excellence, and the plan grows in favor of sending the cream of these schools to the East, the natural result is a class of pupils more and more advanced in studies and in the ways of civilization. For some time to come, however, it is probable there will be, each year, a few young men who have had no advantages in their early days, and who shrink now from entering the primary classes of little children in the Agency schools; who yet eagerly grasp the chance of coming to an Eastern school, where they can form a class by themselves, and where they can learn a trade. Such are often among our most earnest and interesting scholars, and those who have a strong influence for good when they return We began the year with 57 in the Normal school; more than ever before: 77 in the Indian classes, and one in the night school, the latter an Onondaga Indian from New York, working his own way through the course. Only three have left since October 1st; one of these having been with us five years; another, four. There have been no deaths during the year. We have now on our rolls 132; 46 girls and 86 boys. The following tribes have been represented this year:

Sioux	67
Omaha	4
Winnebago	5
Piegan	I
Shawnee	2
Seneca	2
Wyandotte	I
Otoe	2
Cheyenne	I
Sax and Fox	3
Pottawatomie	6
Oneida	37
Oneida, N. Y.	I
Onondaga, N. Y.	. 1
Cherokee, N. C.	1
Penobscot, Me.	1

Four girls have spent the winter at the North.

To teach these scholars self-help and helpfulness to others, is Hampton's constant aim. Wherever they can make the most of themselves, they are encouraged to go. As will be seen from Miss Folsom's report, some, on leaving Hampton, seek further training in school or college, or find employment among white people. Some are able at once to fill responsible positions at home in the schools or shops of the Agency; their own or some other. Not all, it is true. are fitted for such positions. We feel, however, that a young man who will take up his land, build a two-roomed house, take stock or implements instead of rations, and set an example of thrift and industry to his neighbors, does good work among his people. We heard recently of a Hampton boy, Bear-robe, who, since his return, has worked at the carpenter's trade, repaired his mother's log cabin and built another, close by, for himself. He not only keeps his own clothes well brushed; his shirts, collars and cuffs white and clean; but has so instructed his old mother in the art of washing and ironing, and even in the white woman's way of making a dress, that the Dakota matron. once a bundle of rags and filth, now neat and respectable in her big. blue gingham apron, begins to look as if she had been to Hampton school herself.

Whatever the *theory* of what is best for an Indian to do, the fact remains that, for the present, most of them return home, and certainly, this fact has its bright side in the critical transition state of the race. Miss Fletcher told us not long since that, in her difficult task of alloting lands, returned students were among her best helpers. The value of an enlightened, progressive element, whether trained at the West or East, has been abundantly proved during the late troubles in Dakota, when the educated Christian Indians withstood the wave of fanaticism and hostility that might otherwise have swept those Reserves. We know the odds against these children are often heavy; that the temptations of an idle, aimless Agency life, are strong. For this very reason, when they do go home, we long to give them all the uplift possible of inspiration and sympathy.

In seeking to prepare these Indian pupils for self-support and for usefulness to others, all the influences of the school, industrial, educa-

tional, social and religious, are brought to bear. The industries are so fully reported by Miss Lowe and Mr. Hatch that no mention need be made of them here. Miss Hyde also describes the Normal course in which so large a number of Indians share. The beautiful new Science Building, with so much to appeal to the eye as well as the ear, is peculiarly helpful to them, and its lessons and experiments open up a new world before them. As one boy said, "When I am at home, all the time I see plants and birds, but I never think about them; now I look at them and think about them." Still another world—that of reading and literature—is disclosed to them by the School Library, with its magazines and newspapers, and its books fitted for all tastes, so that even the daughter of Fire Thunder can find something to pour over, and eagerly scan the papers for news from the West.

The Indian classes proper have taken up the usual studies with but little change in methods or text books. Perhaps these classes have never been better graded, or made more thorough and satisfactory progress than the past year. Having, as a rule, so fair a knowledge of simple English, they have been able to grasp new ideas more readily, and have not only been remarkably earnest and faithful in the evening Study Hour, but have shown more quickness and responsiveness in the class room. Let us glance, for a moment, at the language work of each division, and we shall gain some idea of its grade. lowest, or Fourth Division, is the most difficult to handle; not so much because of the peculiar tact and ingenuity always required for beginners, as because this class consists, in part, of the unfortunates of several years, who have been stranded on the difficulties of our mother tongue, while their happier mates have sailed on serenely to higher classes. Here, as in all the Divisions, a strong effort is made in teaching English sentences, to put into them something of itself worth remembering. So these boys and girls in learning to talk about the things they see every day around them, paper, glass, coal, &c.,. have also learned what they are made of. In connection with paper, they weregreatly interested in one or two experiments showing how cloth isbleached. As the teacher looks back to the beginning of the term she can see progress, sure, though slow.

The Third Division which, so far as the bovs are concerned, is really the class of new comers and rejoices in a Blue Cloud, a Bone Club, a Useful-heart, an Eagle and an Arrow, is one of the brightest classes in the school. The reading teacher is surprised at the quickness of their memories; the arithmetic teacher at the ease with which they master numbers, weights and measures, and the first principles of fractions. Some elementary science work has been given them for language; the lessons on the formation of soil, after being explained and illustrated as simply as possible being put on the board in the form of questions and answers, thus giving practice in the use of verbs and interrogative forms. These are copied and memorized in study

hour.

The Second Division, though not so quick as the Third, is very faithful, earnest and painstaking, and their written work excels in meatness and correctness. They have taken the same science lessons as the Third, but in addition have had geography, which gives constant drill in English. Their teacher reports that they "have studied about the vegetable and animal life of the Earth, (making their own

illustrations on the board to the delight of themselves and their frequent visitors,) about its different races; comparing savage with civilized peoples—always a question of interest to an Indian class—and about the voyages to America of European discoverers. They have been more ready than the corresponding class of last year to accept, on faith, wonderful stories of moving ice rivers; flaming mountains, and the movement of the Earth among the heavenly bodies. Map

drawing and sand moulding have also been taken up.

As we turn now to the First Division, we find greater facility of expression, both in speaking and writing. This is an intelligent, responsive class, and though many of its members are full Indians, is more like a class of white children. Natural History has furnished many of their language lessons, stuffed specimens being placed before them to talk about. They have also had much practice in reproducing stories and anecdotes. In their reading period, the teacher has made a careful study of the Dawes Bill, and given these future citizens some idea of Congress, the passing of bills, voting, &c. Their instruction in geography has awakened much interest in "the story of the earth as a planet, and the successive changes by which it was fitted to be the home of man; the thought of a common parentage of the human race proving a great surprise. Atmosphere, winds, clouds, currents, have been pleasant topics of study; while trips to Alaska, Greenland and South America, have been much enjoyed.

The last class we visit is our all-day Advanced class, composed of Dakota and Oneidas, with the addition of a bright young Russian girl, who comes at her own expense, and is fitting herself for the Normal course. Here we are struck at once with the extent of the vocabulary of some of the pupils; the readiness with which they define words and their correct use of them in sentences. Their reading teacher has given them good drill in this. English comes to them on all sides—in science, history, geography, yes arithmetic, too, as they make up their own problems in buying and selling or in fractions; sometimes illustrating them with very creditable drawings, or as they explain the examples in analysis found in the Sheldon's arithmetic which they use preparatory to entering the Junior class. It has been an easy task to interest them in the stories and heroes of United States history. Pictures, maps, and the moulding board have been brought into play to make these more clear to them; the manœuvres of a battlefield, for instance, assuming quite a definite shape when illustrated on the sand table, with little flags to represent the opposing armies. In geography they have been over much the same ground as the First Division, "going deeper, however, into cause and effect, and learning to judge from surface, drainage, latitude and climate, what might and would be the productions and occupations of a country." They will go over this course more fully in their Junior year, but it is very valuable as subject matter for thought and expression. They have used a Primer of Physiology and Hygiene by Smith, and have now taken up Natural History. An invasion of ants in one of their class-rooms, which they diligently studied with a set of microscopes of which they are the happy possessors, furnished a topic for interesting letters sent to the donor of the microscopes. They have received some elementary instruction in every day business; business letter-writing; different ways of sending money, as P. O. orders; postal notes, express orders,

&c., having actual blanks to fill out. Some knowledge of banking business has also been given them, including cheques and notes, which they made out and the holder indorsed and drew his money; likewise of taxes and fire and life insurance. In their language class proper, they have taken up different kinds of sentences and the use of capitals and marks of punctuation. But besides the mechanics of language, they have reproduced stories; committed short poems to memory and re-written them; talked and studied about plant life, or some scientific experiment, and then put what they could recall in writing, much practice being required with some of them before they could be made to realize that a string of the needful words might utterly fail to convey the wished for meaning; the proper order being also essential, though it was a member of a lower division who surprised his teacher with the announcement, "The moon and the stars take care of God."

Two classes have had lessons in free hand drawing, and at the opening of the morning school, once a week, instruction in reading music by Holt's method, has been given. The girls have had calisthenic exercises in the Gymnasium, in which they have shown a good degree of proficiency; their quickness in imitation standing them in good stead. The Indian Band has flourished, and a number of girls

play on piano or organ.

To cultivate and refine the social tastes of the Indian, is no unimportant part of our work for them. The contrast between new pupils and old is, perhaps, nowhere more striking than here. The newly arrived maiden, bereft of the friendly shelter of her shawl, peers out from retired nooks in the big hall at Winona, or gazes down statuesquely from the landing of the stairway at the festivities below, when Saturday night brings over the braves for a social gathering, and if, perchance, she has been invited by a friend to sit with him at a concert, or other entertainment in Virginia Hall, she may need to be pushed forward almost by main force when he appears to escort her up stairs. A half surreptitious interview in some shadowy corner may be quite to her liking; but to come forward with modest self-possession and quiet dignity, and bear her share in the entertainment of guests, whether white or Indian, seems utterly beyond her. It is done, how-ever, and very gracefully, by our advanced girls. A similar contrast in bearing appears among the boys. On the one side we see the Senior or Middler, wearing his straps or chevrons as an officer of the Battalion, composedly offering his arm to a girl friend, and leading a long line of couples through an intricate march; or, when introduced to a distinguished visitor from abroad, answering questions courteously and intelligently. On the other is seen the raw recruit, stuck fast to the wall and looking hopelessly stolid and reserved when accosted by a stranger. This social training begins in the Indian dining-room, where boys and girls sit together on opposite sides of the long tables. A new boy is apt to find the situation somewhat overwhelming; perhaps he is "too shamed" to eat, but, by degrees, he becomes wonted to his surroundings until his vis-a-vis, who may be a bright little Normal School maiden, succeeds even in drawing forth his slender stock of English, and he takes his share in the merry talk of the table. Here, too, he learns the principle of waiting upon the girls first, and discovers if one is left standing he must be prompt in finding her a chair. Newcomers are silent as to their sensations, but it must be a revelation to some of them to note how readily the girls assume their part in the various literary and musical entertainments at Winona and else where. There have been so many general gatherings for the whole school this year, that those at Winona have seemed less frequent than sometimes. On one of the Saturday evenings there, a Cobweb Party was introduced very successfully, while the Work evening, shortly before Christmas, when boys as well as girls lent a helping hand in preparing candy bags, &c., for Western boxes, was one of especial interest. The home life at the Wigwam has moved on as usual under Dr. Johnson's charge, and the pleasant, cheery sitting-room has been a favorite resort for the boys in leisure hours, to look at pictures, or read the daily papers, or talk over with their ever interested house mother. the plans and projects of their boy life; or seek counsel and help over

its hard places.

Besides the religious training the Indians receive with their colmates, there are some services especially for them. The Indian schoolmates, there are some services especially for them Sunday School is one of the most helpful of these, for here they are graded according to their knowledge of English, and a s each teacher prepares her own written questions, or whatever her exercise may be. the lesson can be suited to the capacities of each class. More preparatory study, I think, has been done by the scholars themselves this year than ever before, and they have taken up the Gospel of St. John with much interest. This has been evinced by their responses to the questions asked them at the close of the hour by Mr. Gravatt, as in a few carnest words he clinches the lesson of the day. The beginners from Dakota are taught by Miss Tileston partly in their own language. She had also, for some weeks, a Saturday morning class in Bible study, for those expecting to work as catechists or Bible teachers on their return home. Some of the boys have formed a Christian Brotherhood; others under the leadership of two of their teachers. have taken up a plan, explained in a number of the "Lend a Hand." by which the habit of n iting all the kind, brave actions they see, is encouraged. A prayer-meeting, in their native tongue, has been held Sunday morning by some of the Sioux boys a part of the year; and on Tuesday afternoon, girls of different tribes, have conducted one by themselves at Winona, in English. Their Lend a Hand Circles have taught them to think of others, and not a little useful work has been accomplished by them.

The Thursday evening meetings. conducted alternately by Mr. Frissell and Mr Gravatt, or, if need be, by one of the boys, have been

especially quiet and earnest.

Sunday morning, some of the Indians attend St. John's Church. The others gather in the little Winona Chapel. Gen. Armstrong opens the service, and then gives them a fatherly talk on the duties of their every day school life, and on the responsibilities that await them in the future. A very special point is made in these familiar talks of English speaking, which is the rule of the school. News from the West, in the shape of letters from former pupils, is often called for. It was at one of these Sunday morning gatherings that the thought was thrown out of individual letters from the scholars here to Senator Dawes, stating what seemed to them, their people's greatest needs. This was entered into with zest, and a petition was also drawn up by

the boys and signed by the school, to be presented to Congress. The wiping out of the ration system, stock or implements to be given instead; the establishment of more shops at the Agencies; of more and better schools, especially industrial schools, and the starting of hospitals; these and other ideas were expressed in a manly and thoughtful way. The 8th of February, our Indian Citizenship Day, which this year fell on Sunday, was observed with a quiet, but deeply interesting and impressive service, and the beautiful words of Miss Ludlow's hymn, "Spirit of Peace," thrilled many hearts, as they rang out through the church, sweet and strong in their pathos, after the winter's tales of war and bloodshed.

JOSEPHINE E. RICHARDS.

In Charge\_

# Night School.

In last year's report of this department, attention was called to the rapid and steady growth of the Night School and also to its established position as the foundation of the Day School. We trust that these facts will apply to the year just closing, although the statistics do not show an increase in numbers over last year. The total enrolment from October 1st, up to date, April 27th, is only 247, against 268 of last year. It is perhaps true of this department, as is stated of the entire school, that its growth must be henceforth intensive rather than extensive—the growth which, after all, counts far the most, since the world needs—to quote an eminent divine—a better stamp of men more than it does a greater number of them.

Of the 247 people mentioned, 174 are boys, 73 girls. The attendance has been for the most part good, though again this year the dreaded "grippe" has visited us. The quarter ending April 1st, which includes this period of sickness—the only quarter for which statistics are now

available—shows an average attendance of about 190.

Of the material brought into the school this year, most hopeful mention can be made. There has been manifested a spirit of earnestness in work and study, which speaks well for the future usefulness of the students with whom we have been working this year. In the government of the school, as much as possible has been left to the student; his honor and sense of right being appealed to whenever such a course could be pursued. More, perhaps, than ever before, the order in minor matters has been left to monitors selected for the purpose, and the results have been most gratifying. Especial mention should be made of the character and disposition of the girls who have entered the school this year. The good spirit and kindness among them have been remarked by many interested in their improvement; and since the elevation of the race depends in a large measure upon its women, it is encouraging to note this fact.

The degree of intelligence which pupils have attained before coming to us, as seen from year to year, is contantly increasing, and speaks well for the work that our graduates are doing in the field, since a great majority of our student have been taught by Hampton graduates. A few figures will show that many of our pupils come to us

now with a fair degree of preparation. Of 183 new students who came this year, 37 entered the Junior Class without further prepara-Many of these had already been over a portion of the ground covered by the Junior year, but it is always safe to grade new pupils low. Of these 37, 10 are girls—a larger proportion than usual.

A few students have been sent away during the year for moral and intellectual deficiencies; the policy of the School being to retain only the most promising, and to protect the good from the influence of the idle or vicious. Of these, five, four boys and one girl, have been sent away for discipline While the sending away of a student is an extreme measure and is always resorted to with caution, the effect has been, in each of these cases, most wholesome.

No essential changes have been made in the course of study this year, and the grading has remained the same, with one exception. The complete Night School course embraces what it would take three years in the Day School to accomplish; viz., a Preparatory, Junior and Middle year. This work is laid out in the Night School in a course of five years. Very few, however, complete the work here, as they finish their trades and then complete their studies in the Day School.

The Middle Class in the Night School corresponds, as nearly as may be, to the same class in the Day School. In the Night School, however, with only two hours per day and no study hour, this work requires two years. The studies of the Middle Class this year are geography, grammar and composition, United States history.

and one lecture a week on science.

The lunior work also corresponds to the work of the same grade in the Day School. This class, consisting of some seventy pupils, is divided into three sections. It is here that the change in grading, before alluded to, has been made. It is now thought that it will be best to take two years for the work of this grade in the Night School and then hold the pupils more strictly responsible for all the Junior stud-These are arithmetic, geography, physiology, language, elemenmentary lesssons in hygiene and natural science, drawing and Bible history. By this plan it is hoped to make the foundation work more The B Juniors are taking up arithmetic, language, science thorough. lessons, drawing and history reading. The studies of the A Juniors. when this plan has had time to work itself out, will be arithmetic, grammar, hygiene, Bible history and drawing. One of the most gratifying results of this change is that we are able to spend the entire B Junior year in language work—one of the things our students greatly

It has long been felt that the Preparatory year did not properly fit many of our students for Junior work as taken in one year, hence the introduction of the Intermediate class, occupying a sort of middle ground between Preparatory and Junior work. The aim in the Intermediate class has been to strengthen the weak points in the Preparatory work and lay a sure foundation for the work of the Junior year. These classes have been continued this year and have taken the same work as heretofore. The present plan of taking two years for the Junior work will probably do away with the necessity for this class.

There are four Preparatory sections against five last year. Owing to the advanced standing of a considerable number of the new students, only these four were deemed necessary. The work in this grade is the same as heretofore, including reading, writing, spelling,

arithmetic through the fundamental rules, and language.

The objective points in the Preparatory classes have been nearness, accuracy, quickness and the development of expression. To secure quickness, great stress has been laid upon mental arit! metic of all sorts, one half of the time being set apart especially for it. The science lessons, which have formed a basis for the language work, have afforded excellent opportunities to develop oral and written expression, along with the necessary drill on forms and neatness. The Caryll system of writing has done wonders in the way of substituting for the crude, unformed handwriting of many new students, one that is clear and legible.

Among the new advantages which the school has enjoyed, may be mentioned that of a special teacher: f drawing, making it possible to systematize that work in a more satisfactory manner than ever before. This work has proved its right to a place in our curriculum

—the progress in some cases being quite remarkable.

A more definite course in elementary science lessons has also been laid out by the new professor of agriculture. This work is now in operation throughout the Preparatory, Intermediate and Junior

classes.

A greater variety of reading matter has been available this year, partly through the purchase of new books and partly through the interchange of reading matter between the Day and Night Schools. Among the new books which have been used most successfully in the Night School may be mentioned, "Seaside and Wayside No. 3" and "Egglesion's Elementary History of the United States."

the plan of dividing classes into sections has been successfully tried by a number of the teachers. In this way one part of the class has study work while the other is reciting, and vice versa. The teachers who have tried this plan report most favorably upon it. By this means the vexing question of how to give to the Night Students a

study hour is, in part at least, solved.

The branch school at Hemenway farm has witnessed, perhaps, a greater improvement than any other department of the school work. The credit of this is due to the intelligent and careful supervision of Miss Clapp, a former teacher in the Night School. Besides the regular force of ten Night School boys, five young lads are receiving the

benefit of a home training in this truly home school.

This year's experience has suggested some changes which we shall endeavor to carry out in the coming year. One of these is a more definite course of study for the Preparatory classes, that both teachers and pupils may have a clearer understanding of just what they are working for. Another is the more frequent passing of classes. The changing of classes has been avoided as much as possible, owing to a desire to economize every moment of time, but it is believed that the time thus lost would be more than gained by the brightening up of the student which would result therefrom. Another advantage of moving about more would be the training in order and self-control, which our new students especially need.

This year, as far as possible, the plan has been pursued of assigning one teacher to a certain class for the entire session. This plan has its advantages, mainly in the ability of the teacher to arrange her

work according to a more related plan and thus save time. But one teacher's strong point is not another's, and only one set of influences is brought to bear upon the student; and it is believed that, on the whole, the pupil would be weighed and tested in a great variety of ways by the old plan of changing with each recitation. The change also appears to lend more variety and interest to the teachers.

Throughout the year, this aim has been to make the Night School work, in the best way, a preparation for the Normal School. It is believed that much more can be accomplished in this line another

vear.

In some ways, the year has been a trying one to the Night School. owing to the fact that all the teachers, with two exceptions, were new to the work at Hampton. As having in some measure the oversight of the work, I would beg leave to acknowledge gratefully, the sympathy and co-operation of my fellow teachers in this work, so new to many of us, and to express my satisfaction in the careful work that has been done. Nearly all of those who have worked with us this year are to remain also next, which makes the outlook for another year especially promising.

The retrospect of a year's work must of necessity bring with it some serious thoughts. These three questions naturally confront us: In what have we failed? In what have we succeeded? What can we do to better our work another year? I have tried to answer these questions in the preceding pages. May it be on the answers to the two latter questions that we shall be able to dwell, when another year shall have come and gone, with the fruition of its hopes, and with the

changes which time inevitably brings.

SUSAN SHOWERS.

In Charge.

# Review of Academic Work.

### ARITHMETIC.

Arithmetic, being one of the most important studies, as well as one of the most difficult for a class of pupils who have never been taught to think clearly and reason logically, extends through the whole course.

When a pupil enters the Junior Class he is expected to pass an examination in the four elementary rules: but the result usually shows need of much more drill in order to secure a reasonable degree of accuracy and quickness of work. The explanation of even simple problems and the writing of neat and correct work upon the board are also stumbling blocks in the way; but with constant drill, much mental work, and a large number of simple, practical problems, especially of a business kind, marked improvement is made in all these directions by the end of the year, when he is required to pass an examination through decimals

The Middlers, after a review of Junior work, go on with compound numbers, percentage and its applications, and the Seniors complete the subject: Especial attention is paid to business arithmetic, which

is made as practical as possible. When the subject of stocks was studied, a stock exchange was held for a week, which afforded much amusement as well as a clearer knowledge of the matter. In all the classes much written work has been done; facility rather than elaborate explanation has been the aim, but illustration and explanation have not been neglected.

#### BOOK- KEEPING.

As many of the Seniors expressed a desire to take lessons in drawing, it was decided to give them their choice between that and book keeping. Nineteen chose the latter. Perhaps because it was a matter of choice, they have done more satisfactory work this year

than was done by the preceding class.

No text book has been used. A good deal of time was spent on various business papers about which it is important for them to know; since those were clearly understood, an imaginary young man, with a certain allowance per week, of which his father requires a strict account, has engrossed their attention. Different members of the class take turns in spending the allowance, and all make the proper entries and balance accounts.

#### READING.

The question of a suitable course of reading for the Junior class is a somewhat difficult one. What shall we do with pupils who are by no means children, yet who are wholly unacquainted with many simple and common words and expressions, and soon tire of the kind of reading furnished by the class readers of a grade suited to their advancement?

As a partial solution of this problem, a course has been planned which includes simple readings in science, literature, history, and geography, varied by occasional exercises from class readers, papers and magazines.

In science, the work done in other departments has been supplemented. In literature, the pupils have made a study of the most important authors of our own country and England, reading some of their simplest works, reserving the more difficult ones for the future.

The change in the course of study, by which physiology takes the place of history in the Junior year, suggested the introduction of historical reading to prepare the classes for the work of the Middle year. A good deal has been done in this direction, and stories of travel and adventure have been read in connection with geography.

The Middlers have followed much the same plan, adding selections from English history, and the study of elocution in a simple way. Both classes have constant drill on the sounds of letters, and

the words over which they are especially likely to stumble.

The success of the experiment this year justifies the planning of a more extended course, especially in literature, which will be a great help to these pupils both in the cultivation of the imagination, and creating a taste for the best reading.

### LITERATURE AND READING IN THE SENIOR CLASS.

The teacher of literature tells us of two new points in her work

this year.

First, the pupils have had no text books, and second, she has also had the Senior reading classes, thus doubling the time for literature.

The latter has been a great advantage to the work, enabling the classes to do much more careful and consecutive reading than ever before. As to the former, the pupils have very generally expressed a desire for a reference manual and she suggests that those who wish and are able to do so should have the opportunity to purchase one at the end of the year, if not earlier.

The work of the year was begun by some preliminary study of varieties of style and figures of speech, illustrated by the simpler prose and poems or modern authors. This was followed by the standard English authors, a good deal of early English history, the "Story of

English Literature," etc., etc.

The class has also had time for some study of the Bible as an English classic, which proved to be a very interesting part of the course to the students, as did the study of some fine hymns which are often sung by our pupils with very little idea of their meaning.

The latter part of the year is devoted to American literature, which is taken up as thoroughly and extensively as time will allow.

The classes have written compositions, abstracts of lessons, reports of lectures, etc., all through the year; and it has been a regular exercise of every Tuesday morning to give thoughts from the Sunday sermon. The interest and marked improvement in this have shown its benefit in increased powers of attention, memory, and expression.

Considering that the pupils have not been used to so much studying by topics and looking things up for themselves in reference books, as has been demanded of them in various classes this year, they have done well: With the experience in this way of study which the lower classes are getting, and the experience the teachers are gaining in managing it, there will be improvement in the results of another year.

#### WRITING AND SPELLING.

Writing and spelling are combined No copy books are used, but the form of each letter is carefully studied until it can be made perfectly, both upon paper especially prepared for the purpose and upon the blackboard, where much rapid work is also done to cultivate freedom of movement and get the correct slant.

Bi Is and other business papers have been taken up for practice.

and each spelling lesson is a lessson in penmanship as well.

Pupils are provided with a text book in spelling, but the work is by no means confined to the words included in it. Words from daily lessons, mis-spelled words from written exercises, sentences to illustrate their meaning, oral spelling for review and an occasional spelling match, help to keep up the interest, and make the work more efficient.

As the needs of our pupils are somewhat different from those in many schools, a book which meets those needs is hard to find. Teachers have been requested to keep lists of words most frequently mispelled, and a Hampton speller may at some future time, be the result.

#### GRAMMAR AND GEOGRAPHY.

Very little technical grammar is given to the Juniors They learn the parts of speech and a few simple things which will help them to speak and write correctly.

The chief objects of the work of the first year are to develop language, train the pupils to think logically, and to lay a good foundation for the work of the next year. The lessons in science have given an excellent opportunity for advancement in all these directions.

Elementary lessons on geology and plant life have aroused much interest; their teacher reports that the composition work is better than ever before. After a familiar talk lasting forty minutes, the pupils can now write what they have learned, correctly and in proper order. Much of this writing has been in the form of letters, in which improvement in ease of expression is noticeable. Examination papers and other written exercises have been passed over to the language teachers to have arrangement and general appearance criticised, and the use of words corrected. Dictation exercises, copying for correct form, sentence writing, etc. are constantly used for drill and review,

The Middlers finish what they take of grammar in this school. Much sentence writing is done, bringing in facts in connection with other lessons. Letters, imaginative compositions, changing poetry into prose, and similar exercises are regularly used. Pupils learn to analyze, parse, and diagram sentences, and study that amount of technical grammar necessary to fit them for teacher's examinations; but good language and correct construction of sentences are considered

the tests of their work.

#### DRAWING.

This year all the classes have had two lessons a week in drawing. The first step taken was close observation of the three solids, the sphere, cube, and cylinder, by seeing, handling and making in clay. They were viewed first as wholes, then as to their parts and activities.

After preliminary drill in pencil holding, pictures were made of the different faces of these solids, then they were represented by tab-

lets and stick laying, also paper-folding and cutting.

January first, three more solids were taken up: the hemisphere, square prism, and equilateral-triangular prism. Up to this time the classes had kept nearly abreast, but, afterward, the higher grades advanced more rapidly than the lower ones, and began to draw from the solids as wholes, representing them in different positions. Simple devices were resorted to in order to enable them to determine the direction of vanishing lines, and to get the correct proportions of objects.

The subject of color was taken up, and elementary designs were made of colored paper. At first, the arrangement was suggested by the

teacher; afterward, original designs were made.

The desks used are not all that could be desired, but good progress has been made in all the classes, and many have done remarkably well. The outlook for another year, with increased facilities, is very bright.

### SCIENCE.

In order to give our pupils some knowledge of the world in which they live, and the life about them, to quicken thought and train the powers of observation, the study of elementary science has been more extensively carried on than ever before.

Beginning with rocks, they went on to the study of soils, then the conditions necessary for germination, then plant and animal life; the work being made comparative as far as possible. Instruction to the luniors has been given chiefly in connection with language and geog-

raphy, and the teachers of those subjects have attended the department meetings, so each has known the scope and plan of the work, and what others were doing.

Lectures have been given to the Middle and Senior classes, twice a week, on subjects connected with agriculture, supplemented by observations and experiments in connection with geography.

### Z( OLOGY.

The teacher of zoology has three objects in view:

1. To open the eyes of the students to the common but wonderful things about them.

2. To lead them to discover the relations between these things,

and so arrange facts into a connected whole.

3. To teach that part of the subject which shall best develop the

mind and, at the same time, give the most useful knowledge.

Beginning in October with the study of insects, as that class of animals furnishes excellent opportunity for arousing the curiosity of the pupils, they next observed the lower forms of life—the crab, oyster, sea anemone, etc., and then taking a long step upward, studied vertebrates; not attempting an extended knowledge of this part of the animal kingdom, but rather to give the pupils a clear idea of the processes of life, an understanding of the general plan of the body of a vertebrate, the changes of the organs to suit different conditions of life, and to have them compare the lower forms of life with the higher.

The world of life about them has been their most used text book. Simple experiments in chemistry and physics have been introduced whenever needed to make a point clear; microscopes have been used as much as possible with such large classes; written exercises have been often required and all the work has been so planned as to lead naturally to the study of the human body.

#### PHYSIOLOGY.

The study of this subject is taken up in the Junior class for the first time this year. It is believed that much time can be saved by combining it with zoology, and that an earlier knowledge of the laws of hygiene will be beneficial to our pupils. The plan has been, omitting non-essentials, to give them a practical knowledge of their bodies and the way to care for them.

So far as is possible, everything is illustrated by objects. Specimens of bones, joints, muscles, etc., are easily obtained; there is a fair supply of alcoholic specimens, and the solar camera charts, and black-

board drawings make less easily illustrated points clear.

Suggestions about dress and food, emergency talks and lectures, practical questions, and every other device the ingenuity of the teacher can suggest, help to impress the essentials on the minds of the pupils.

### SCIENCE IN THE SENIOR CLASS.

The work of the Senior Class in science has been a combination of elementary chemistry of air, water, combustion, and of plant life. They have performed most of the experiments themselves in the laboratory, copying directions, and making their own observations and conclusions, which have also been written down.

In physics, they have studied air and water pressures, and the common instruments depending for their action upon these pressures; also electricity, with its useful applications, and heat, with its application to the steam engine.

The aim has been to prepare the class to understand the elements of agricultural chemistry, and to be intelligent about the practical

matters likely to come within their experience.

The present arrangement, which provides only forty minutes for laboratory work, is unsatisfactory, but an improvement on the past, when there were no facilities for such work.

#### HISTORY.

Until the present year, the study of United States History has been begun in the last half of the Junior year, and completed in the first half of the Middle year. As has already been said, a change in the order of study has been made, whereby it is to be taken up wholly

in the Middle year.

It is thought that this change will be beneficial in many ways. No time will be lost, as must inevitably be the case after a long vacation; the pupil will read more intelligently, his increased knowledge of geography will be a great advantage; he will know how to use reference books, and what is meant by topical recitation, and the historical reading done in the Junior year will have familiarized him with some of the leading characters and events, with which he is now to have a more intimate acquaintance

The work with the Middle class this year has been much as usual, but the pupils of the higher sections have done more reading than those of previous years. Although the number of books on this subject has been largely increased, the demand has been greater than the supply. One book carried to study hour, often does duty for three or

four different persons.

Through the kindness of a friend, a set of Mac Coun's Historical Charts, and some of Prang's War Pictures have been procured, and have added much to the interest and good understanding of the work.

Beside the study of events from the Declaration of Independence

Beside the study of events from the Declaration of Independence to the present time, the A section read the greater part of the Constitution and its amendments, paying especial attention to some of its leading points. As many outside aids as possible have been used; topics, questions, outlines, maps, pictures, selections of prose and poetry, etc. About twenty pupils having maintained an average of 80 or more, through the entire term, were excused from the final examination.

The Senior Class take up Universal History. With so great a subject, and so small an amount of time, only an outline can be attempted, but if the pupil is enabled to read more intelligently, to trace the origin of much in our government and civilization to its sources, and above all, is sufficiently interested to care to read and study by himself when the school days are over, we feel that the time has been well spent.

As the evening study hour for this class has been kept in the library this year, the pupils have had better opportunities than ever before to use books of reference. The good results have been plainly

shown in the kind and amount of work done.

We must not leave the subject of history without mentioning the Bible study, which is a regular part of the school course. The Juniors. in lessons of twenty minutes length, study Old Testament history to the beginning of Saul's reign; the Middlers, taking it up at that point. finish the Old Testament. As the life of Christ and the life of Paul are studied in Sunday school, and the Seniors have taken with their literature teacher, a number of the Psalms, with other specimens from the poetical books, several of the parables and the Pauline Epistles. especially the Epistle to the Ephesians, they should have quite a thorough knowledge of the Bible. In order to make the work more uniform and systematic, a set of topics was prepared early in the year for general use, and a set of stencil maps was made, to facilitate map drawing. A good deal of written work was done in the Middle class, constant attention was paid to geography, some lessons in moral science were given, and the great lessons to be learnt from the history of the lews were not neglected. Several Psalms and passages from nearly every book studied were committed to memory. Foster's Story of the Bible was used as a text book, but pupils were encouraged to read parallel accounts in the Bible. Large portions of the books of Psalms, Proverbs, Ecclesiastes and Isaiah, were read in class, and especial and comparative study was made of the great prophets and their messages.

#### GEOGRAPHY.

The new rooms in the basement of the Science building, especially fitted up for the geography classes, have given the scholars greater advantages for that study than they could ever have had in the class rooms of Academ c Hall.

A good many very helpful suggestions about the work were obtained last summer from the Teachers Institute at Suffield, Conn.,

and were put in practice during the year.

Elementary science lessons on heat, gases, water, etc., were given to all the members of the Junior and Middle classes, as well as lessons on the formation of different kinds of soil and rock, and air, an Jon the changes in the earth's crust. This work has added much to the interest and understanding of geography. Physical geography has been given both classes this year, and has been taught in connection with political geography.

The smoke from the mill chimney, the escape steam pipe, the channels worn in the roads by heavy rains, the currents and sand bars of Hampton Creek, and the displacing of bricks by frost, have furnished convenient object lessons necessary for students who are likely to teach in school houses where the view from the window is too often

the only illustration to be found, of the subject in hand.

The Middlers have given a good deal of time to the study of Europe; the Juniors to North America, while both review the other continents before the end of the year. Beside drill in map drawing and sand modeling, all the classes have, from time to time, written compositions describing imaginary journeys to the countries studied. Many of these writings have shown a good deal of imagination, and increase of power of correct expression; and it has been evident that books of travel have been read. In some classes, the study of European governments, and comparison with our own, will enable the pupils to take up the

more scientific study of civil government in the Senior year, much

more easily and intelligen ly.

As the science work has been given this year in the Night school, the students entering the Normal school next fall will thus have better preparation than ever before. It is hoped that it will then be possible to give more attention to details of the work, heretofore omitted because of lack of time.

### METHODS OF TEACHING.

As, at the end of the Midd e year, those pupils who are promoted must go out and try their wings a little before they are considered full fledged Seniors, it is extremely important that they should have some

instruction in the art of teaching.

The size of the class makes it impossible that they should have much more than theory, but they have had better opportunities for observation than any previous class has had. The methods have been given this year by a recent graduate from one of the leading Normal Schools in New England, supplemented and summed up by an occasional lecture by Miss Hyde. After considering the principles of teaching, the qualifications of a good teacher, and the lives of some of the great teachers, they are propered to discuss methods.

As an example of what they may do for themselves an ungraded model school is held in one of the rooms of the Science Building. It consists of about thirty children between the ages of five and fitteen, representing four grades. Here they may see the application of the principles they have studied, or may observe a model lesson given to the children, and may gain many new ideas which will be discussed in their own class room later. Each section has also an opportunity to visit the Whittier, and see the organization and work of a large graded school.

After a year out, they come back, as a rule quite well satisfied with their attempts, but after observation and teaching under the direction end criticism of the principal of the Whittier, it appears that there is still much to learn. Difficulties and the way to overcome them, as well as methods of work are discussed in the Method class, and the work is much more helpful from the fact it is no longer a theory, but an actual experience which is considered. At the close of the year, each Junior takes with him, as a graduate, a set of simple and inexpensive aids for teaching, and has sufficient skill and knowledge to add quite largely to it, if need be

#### CIVIL GOVERNMENT AND POLITICAL ECONOMY.

To give the pupil an idea of the great natural laws which underlie the structure of human society, and of the various parts and powers of a government, which are the chief objects for which their teacher has striven a knowledge of current events, as well as of principles laid down in a text book, is necessary, and the information to be gained from the daily papers, is an important factor in the study of these branches.

As many of the girls were not in the habit of reading the papers, enough to be able to discuss every day happenings intelligently, their teacher has tried the experiment of taking them by themselves for the news period, two or three times a week, which was found to be a great help in arousing their interest.

To test their progress, she has decided to require an essay on some subject, to be chosen by herself, or the class, which will show their understanding of the year's work, and those who do sufficiently well to warrant it, will be excused from further examination.

#### PSYCHOLOGY.

Hopkins's Outline Study of Man has been read and discussed as usual. The hours which the Seniors spend on this subject are among the pleasantest and most profitable of the year; and their thoroughly marked books will always be a reminder of their more intimate acquaintance with their Principal, as a teacher and a friend.

JANE S. WORCESTER, Teacher.

#### Review of the Girls' Industries.

The present age with its wonderful growth in liberality of thought is opening to woman many avenues of industry hitherto closed against her; but the domestic hearth has by no means ceased to be woman's most important sphere, and, for students of our Industrial schools, training in the arts that help to make a happy home, loses nothing of its importance as the years go on. Especially is this true of Hampton, for, while many of the students who come here have received a fair amount of domestic training before entering, the vast majority come from places where the art of home making is not practiced to any great extent. The stranger coming here, and working quietly into the heart of things, wonders, at first, how the great mass of youth and ignorance he sees before him is ever to be trained into systematic habits of self-help and self-control; but he soon discovers that there is a surprising amount of ability for hard, persistent, self-denyin 4 work, lying dormant in the average Negro and Indian, only waiting to be developed by favorable circumstances.

### INDIAN GIRLS, 39.

The conditions of the Negro and the Indian girl as to their school life at Hampton are essentially different in one respect. While the colored girl must to a large extent earn her own way through the school, the Indian girl has her expenses paid by Government, in partial liquidation of its debt to her. In her training in domestic work and the trades, her usefulness here is a secondary consideration. The everage Indian man does not know the meaning of the word home in its best sense, and he will remain in ighorance until he is enlightened by the trained women of his household. An Indian chief said to us lately, "I don't even know my house was dirty; but my child sees and she makes everything nice and clean." To make the Indian girl in the highest degree helpful in solving the problem of Indian civilization is the one object kept s eadily in view. The following report of Indian girls' industries will show what is being done in this direction.

First in the list comes Winona Household Department, Miss J.

E. Richards in charge.

As we enter the large, airy rooms of this pleasant home, dear to the heart of every well-disposed Indian girl, we find each girl being carefully taught to do for herself, under the direction of Mrs. Gorton, the various kinds of work that fall to the lot of the ordinary house-keeper. Each girl must keep her own room in good order and submit it to frequent inspection. She is encouraged to beautify it in simple ways, and some of the rooms are very pretty indeed. The spotless halls, staircases, and assembly rooms, testify to the proficiency she gains in sweeping, dusting and scrubbing. In the neat and pleasant laundry, in charge of Miss Washington, each washes, starches and irons all her own clothes, and the neatly arranged piles of garments carried up-stairs for inspection every week are looked upon with pardonable pride by the busy workers. A visit to the laundry early on Monday morning showed clean floors, clean tubs, the ironing sheets washed and hanging in the drying-room ready for use. In classes of 10, the girls are carefully taught everything connected with this department.

One of the chief, while here, was shown about the laundry by his niece, herself a new arrival He was much interested in all he saw, and presently pulled out a large and very grimy handkerchief, saying, "You can't make that clean." The girl took it with a laugh an i quickly wished, ironed and returned it, the chief watching the whole operation with the interest of a chi'd, and receiving his clean handkerchief with great satisfaction

Entering the busy sewing-room, in charge of Mrs Lucy Seymour, we find a pleasant scene. Near the door two Indian girls, new arrivals, are rapidly and skilfully fashioning with bright beads and pieces of chamois skin a pair of pretty moccasins. Near them at a table, a thoughtful-looking Senior, soon to go out to teach her people, is cutting and basting the waist to a dress, and seems to know perfectly

what she is about.

Further down the long room, one is running a machine. others are mending, and all look busy and happy. Mrs. Seymour tells me that more and better work has been done in her department this year The girls have cut and made all their own underthan ever before clothes, and have stocked a good-sized closet with garments for incoming pupils; they have made the bedding and curtains for Winona, and base-ball knickerbockers for the Indian boys. In their tens they have dressed dolls and helped prepare Christmas boxes for the reservations. They have done their own mending and kept their clothes in better order than ever before; most of them have cut and made their own dresses. The same natural gifts which produced from the mothers and grandmothers such exquisite work with beads, feathers and porcupine quills, manifests itself in the daughters in tasteful and wellmade dresses, and dainty bits of needle-work. An amusing illustration of their quickness with their fingers, and their ability to adapt themselves to circumstances, is the fact that a girl wanting a new dress for a sociable, cut it out in the morning, made it up by a simple pattern, and appeared in it at night.

While these girls are supported by Government, it is thought well that they should have a little money for small personal expenses, that they may know its value, and how to use it in the best ways. A small sum is therefore paid them for the care of teachers' rooms, for sewing done on their work days, etc. This money is being more and more wisely spent, and the training in careful expenditure is worth far more

than the mere purchasing power of the amounts earned. The Indian girl is not different from her white or colored sister in her appreciation

of an extra dress or a pretty hat earned by her own industry.

Since these girls board in the regular boarding department of the school, their training in cooking must chiefly be given in the wellconducted cooking-classes elsewhere mentioned; but as in these classes every needful appliance is provided, while very few such conveniences can be had by the Indian girl in her home, a new experiment has this year been tried. At the suggestion of the Commandant. on his return from a trip to the reservations, one of the Indian co:tage kitchens was fitted up with only such things as were absolutely neces-The School supplied milk, flour and fuel, and the girls were allowed fifty cents per week, out of which four suppers must be provided sufficient for the three girls whose turn it was to cook, their leader and, on one evening in the week, some officer or teacher invited by the girls to supper. How to get the greatest variety out of this small all wance was an interesting problem; but the girls have had muffins, rolls, biscuit and white bread, have cooked eggs and potatoes in various ways, and made hash, codfish balls and various other simple dishes. Account books have been carefully kept in which every item was noted with its price. The meals were served in the little cottage sitting room, and lessons were given in fire making, table-setting, dish-washing, care of pots and pans, presiding at table, etc. The girls have greatly enjoyed this little bit of independent housekeeping, and the lessons learned cannot fail to be of great benefit to them.

Life on the reservation presents so many difficulties almost unknown to the eastern housekeeper, that a valuable part of the Indian girls' training is that received in the Technical Shop in charge of Miss Katharine B. Park. Simple lessons in carpentering have been given each week to 25 Indian girls in five classes of five girls each. They have learned how to use the saw, hammer and plane, the bevel, square, rule, etc. and have turned out creditable boxes, book shelves, tables, screen fra nes picture trames, brackets, e.c. They are also taught to cover and paint furniture, and to set a square of glass. An effective object lesson is their teacher's own room, where the well-made lounge and table, and the dainty desk and cabinet are the work of Miss Park's own hands. These girls show great natural aptitude for the

use of tools.

The girls sent away to work for a time in Northern homes have brought back excellent reports: and one girl employed in our tailoring department has become so proficient that she is likely to be very useful among her own people.

#### COLORED GIRLS, 205.

As has been already stated, each colored girl must earn the greater part of her expenses while in the school, and must have industrial work of some sort to do. A large number expect to become teachers among their people, and care only for such work as will give them support in the school while they pursue the necessary studies. The chief idea of others is the learning of a useful trade, and to this they give two or three years, working cheerfully all day long and going to school two hours at night. While many leave the school when the

trade is learned, many others enter the Normal school and graduate, having secured the double advantage of a trade and a profession.

The household department is under the direction of Miss M. F.; Mackie, assisted by Mrs. Irene Stansbury. Mrs. H. H. Titlow and others. It includes the Teachers' Home, the school Boarding Department, the Diet Kitchen, the Laundry and the Cooking School. While the bakers, cooks and waiters come from the ranks of the boys, there is an immense amount of work for the girls to do. It takes 79 day girls to wash the dishes and set the tables for the great army of six hundred students. Others must sweep and clean the halls, staircases and assembly-rooms of Virginia Hall, the Girls' Cottage, and the buildings exclusively occupied by officers and teachers. Fifty of the more efficient ones have the care of as many teachers' rooms, and all must keep their own rooms in good order, the latter being inspected by teachers every Sunday morning. Fifty cents per week is paid for the care of teachers rooms, and the girls get nine cents an hour for dish-washing, but they must pay for all the dishes they are unlucky enough to break.

As a teacher stood watching a busy scrubber, the latter looked up and proudly asked, "Do you see any rings on that floor?" The teacher meekly replied that she didn't. "And you won't, either, when the work is done right; our matron told us that a good scrubber never has any rings on her floor," said the girl with a decisive nod, and

briskly returned to her labor.

The training gained in this household work enables many to get pleasant places in the North for the summer months, and thus to secure not only a healthful outing, but a new experience, and money to

help on the next year's school bills.

The students' Laundry, in charge of Miss Woodward gives employment all day to thirty girls who go to school at night, and nearly twice that number of day girls who come in for their work day once each week. They do all the washing and ironing for the colored students and the Indian boys, together with bedding, table-linen, kitchen washing, etc., from the students' Boarding department, and bedding from Teachers' Home—in all averaging about 8000 pieces a week.

In the Teachers' Laundry, in charge of Miss Mable Woodward, seven night girls and fifteen day girls do all the laundry work for over seventy officers and teachers, including the washing of the Boarding Department. The work is diversified as much as possible and, with the exception of the assistance given by a colored woman and by a boy who does the heavier lifting and the machine work, all the labor is performed by the girls. There is more chance here for real training than in the more hurried work of the students' laundry, and the girls improve very much in the course of a year. In both laundries the night girls receive \$13 per month and the others fifty cents a day.

In the Cooking School, in charge of Miss Bessie Morgan, lessons in the culinary art have been given every morning to eight Indian girls and every afternoon to eight colored girls. Appetizing odors have proceeded from the pleasant Mansion House kitchen, where the neat handed young women in white caps and aprons, have worked busiley, concocting many toothsome compounds and keeping neat little books in which the various recipes were carefully entered. They have been encouraged in their work by often being allowed to feast upon the dainties they have prepared, using the Girls' Holly Tree Inn for a

dining room.

Here also a night school girl has been busily engaged all the year in making biscuits, cakes, etc., for the delectation of such Normal School girls as desired an occasional lunch between meals and had five cents to pay for it. Passing the pleasant roon about four o'clock, one usually finds the porch and steps full of merry maidens intent on the gratification of the inner woman, while the delightful air, the green grass and the blossoming flowers all about, give an added charm to

the simple feast.

When the new Whittier building was erected, the kindness of Miss Emily Huntington, of New York, made it possible to add a department for the giving of simple cooking lessons, Miss Huntington becoming responsible for the expense of all utensils and furniture as well as the salary of the teacher, and afterwards inducing a circle of King's Daughters in Providence, R. I. to help, so that three classes have had the benefit of these lessons. Eight girls have come once a week and nine girls twice a week for two hours, since the department was opened. Four recipes have been tried at each lesson, two girls working at each recipe. The pupils have taken great interest in the lessons and nearly all of them have put their lessons in practice at home and report good success.

In the Diet Kitchen, in charge of Miss Judson, two night school

In the Diet Kitchen, in charge of Miss Judson, two night school girls are employed in preparing eggs, beef, oatmeal, beef-tea, chicken-broth, toast, etc., to be served, in the neat little dining-room adjoining to ailing students, or sent to rooms or the hospital. The average number of meals for one month is 4000; but from 75 to 85 meals have been served in one day to rooms or the hospital, since the return of la grippe, and 100 in the dining-room. Two girls and a boy are kept busy in carrying meals to the hospital, and serving them there.

The Girls' Garden in charge of Miss A. C. Clapp, and Miss Grace Showers, continues to be a success. The 40 girls employed there, some working whole days and others giving only such time as they could spare from other duties, succeed not only in supplying themselves with flowers from their own little garden plots, but in providing many vegetables for the Teachers' Home, the students' table and the neighbors. They transplanted lettuce, tomatoes, cautiflowers and strawberries, raised peas, lima beans, radishes, cucumbers and squashes, and had the honor of sending in the first white turnips of the sea son. For the work on vegetables they received the same pay as the boys. The outdoor exercise was especially beneficial to the girls from the sewing room, and they have learned many useful lessons that may be of great benefit to them in the future.

The Technical Shop, elsewhere mentioned, has given careful instruction in the use of tools to 28 colored girls in four classes of seven girls each. The value of such training does not need to be emphasized to those who have travelled or taught in the country districts of the South, and seen the comfortless, one-roomed cabins, and the little open log school-houses, destitute of everything that these students have come to look upon as necessities in teaching. Said a Senior girl the other day, "Nobody need trouble about me, when I go out for if there is anything to be had in the woods, I mean to have it, if I have to go-miles to get it." Take a girl with that sort of spirit, and teach her to use the hammer and saw, and she will very soon have conveniences in her little school house, for if she doesn't find them

there, she will go to work and make them, or teach somebody else how. This same girl told of success in helping to turn one room into two by making a partition of paper. "And it looked real nice, too, when it was done," she said.

A busy and pleasant place is the great work room of the Industrial Department, in charge of Miss M. T. Galpin. All day long, needles are flying, machines clicking, and strong arms wielding heavy flat-irons, while cheerful conversation and bursts of merry song help to make the labor light. To learn the trades of shirtmaking, dressmaking and tailoring, nineteen girls work all day, and go to night school, while 50 girls from the Normal school come in, to mend or do any other work that falls to their share. Miss Galpin sends in the following report for the year:

Uniform suits,	254
Work suits,	266
Overalls,	110
Zouave and base ball suits,	36
Summer coats and waiters' jackets,	124
Shirts,	1200
Drawers,	400
Miscellaneous articles,	2390

Besides all this work, mending has been done for 400 boys, and this alone has kept many hands busy. Girls who have been a year or two in this department are very helpful in initiating the new comers, and Miss Galpin speaks very highly of the efficiency of many of them, and says, "We are just as busy as we can be, all the time, and we hear excellent reports of our students, scattered far and wide."

In the dressmaking room connected with this department, Mrs. Emily Mitchell has given 240 lessons in draughting to Seniors and Middlers, and has had dressmaking enough to keep two Night-school

girls working busily at their trade every day.

In the Household Department of so large a school there is necessarily much work which can be more easily done by boys than girls,

and therefore we find many boys busy in this department.

In the light and well-equipped kitchen of the Student's Boarding Department, in charge of Mrs. H. H. Titlow, are large steam kettles, a Reid oven where 600 pounds of beef can be roasted, a vegetable cutter that takes two pairs of hands to work it, great kneading troughs, and brick ovens deep and wide. Here four boys work as cooks, and three bakers are kept busy, one by night and two by day, preparing the food for the army of students. While the food must be simple and inexpensive, the greatest possible variety is constantly aimed at, and these boys learn to skilfully prepare the various meats, and soups, the different kinds of bread, simple puddings, etc. The cooks take turns in preparing breakfast, and he whose turn it is must be on hand by half past three in the morning; but several hours for sleep are allowed him in the day-time, and, as the pay for the best worker is twenty dollars a month, a resolute boy will work cheerfully there for a year, because he can enter the Normal School the second year with a good balance for future needs.

Besides these workers, from two to six boys from the Normal School come in, to prepare vegetables, work in the dining room, or do

anything else that may be required of them; and the meals are served by 35 boys, under the direction of two head waiters. Mrs. Titlow speaks very highly of the unfailing courtesy of her helpers, and their

willing and conscientious performance of their duties.

Valuable training is also received by some twenty boys in the kitchen and dining-room of the Teachers' Home, under the direction of Mrs. Gore and Miss Thorn. Five work-students are constantly employed in the pantry and four in the kitchen, and there are nine waiters and a carver from the Normal School, who come in at meal times. Boys who work faithfully here can often, if they choose, find employment for the vacation in summer hotels. A number of students find employment in this department as house-boys, and thirteen janitors are responsible for the care of the various boys' cottages and dormitories.

When, in addition to all these industries, we take into account the sewing and mending for teachers which the girls are glad to do in their spare minutes for a consideration, the sewing and mending they must find time to do for themselves, the music lessons, choir rehearsals, gymnastics and study hours, it is easy to see that a certain amount of energy and perseverance is absolutely necessary to take a colored girl through the school. The very best workers cannot earn all their expenses and must be helped by some friends or from the beneficiary fund; that so many do graduate and go out to do good and faithful work among their people, speaks well for them, and for the future of their race.

FLORA F. LOWE. Teacher.

# Agriculture and Mechanical Work,

Under the general supervision of Mr. Albert Howe.

Among the many advances which characterize the last half century and mark it emphatically an era of true progress, industrial education holds a prominent position, and none has a grander significance.

It is fast being made the very basis of all work, having for its ultimate object a social, intellectual and moral reformation. But it is not my purpose to dwell here upon the utility (long since proved a and now generally accepted) of such a training in the formation of true manhood and womanhood, but rather to make such explanations of the general condition of affairs as will enable the reader to appreciate more fully the influence and absolute necessity of the industries to be reviewed.

Most of our students are the better class from rural districts. They have had the advantage of the county schools only, which are extremely poor in comparison with Eastern schools.

Most have neither money nor skill. Everything must be done for them, or rather, they must be taught to do everything for them-

selves-to become men and women.

They have an unsatisfied longing for something, not always known to themselves. It would seem that the pent up desires of generations past, for such as satisfies the soul, were finding vent in this people.

Our industries furnish opportunity for both boys and girls to earn a part or all of their education by their own labor, which in most

cases is quite as valuable educationally as financially.

The majority of the colored students arriving here engage in some one of the industrial departments, where they acquire skill in labor and save money to use later in their course, attending Night School at the same time.

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Extensive improvements and additions have been made to the

Huntington Industrial Works during the year.

On the south end of the original building has been erected a two-story wooden structure 32x71 feet. In this has been placed an engine and machinery for sawing. With this new power and machinery, the mill will be able to cut from the log, 20,000 feet per day of ten hours. In the past, the School has been obliged to purchase the best quality of lumber for its own use, but now it can manufacture it.

On the east side of the north end of the original bailding bas been erected a two-story brick building 45x150, known as the Huntington Annex. Half of the lower floor of this building is used for dressing lumber, making mouldings, etc., and the remainder is

used for the carpenter repair shop.

Half of the second floor is used for a carpenter shop, soon to be mentioned, and the remainder is used for the foreman's office, a mechanical drawing room and the Technical Training Shops. On the north side of this has been built a single story building 32x175 feet. A part of this will be used for a stock room, and the remainder for the Technical Blacksmith and Wheelwright Shops.

The old dry-kiln has been torn down and three new ones, 54x76 feet, have been built. In connection with these kilns, are two sheds; one 34 x 56 feet, used for the delivery of lumber, and another 56x100

feet for storing lumber.

During the day, the kilns are heated by exhaust steam from the engines; in the night by live steam from the boilers. There will be nearly enough sawdust and waste material to supply the furnaces.

For this establishment, now in excellent condition to teach the students the modern ways of sawing and hauling lumber and to do a self-sustaining business, the school is indebted to Mr. C. P. Huntington.

Aside from the Huntington Annex, we have three distinct de-

partments of the work to notice.

1. The Saw Mill proper, which employs log haulers, sawyer, edger, turner, etc., also the lumber pilers and dry-kiln hands. This department has 44 on roll, of whom 33 are students.

2. The *Planing Mill* department covers the making of flooring, ceiling, mouldings, and dressing of lumber in general. This depart-

ment employs 7 hands, of whom 6 are students.

3. The Woodworking department, Mr. P. Frost, foreman, is the general carpenter shop, referred to above, where sashes, doors, blinds, frames, stairways, wood turning, and general house trimming is gotten out. This department has 29 on roll, 24 of whom are students. The Superintendent of the three departments of the Huntington Industrial Works is Mr. J. H. Brinson. Under him are the employes

above mentioned and also a man in charge of the machinery, a yard boss, a book-keeper and assistant.

The business has been less than in the preceding year, conse-

quent upon changes and additions.

Mr. Brinson reports: "But we are now in better shape than ever before, and there is good prospect of local demand. It is also pleasing to note the change which the improvements have made in the students' work. They take hold with more energy, and seem anxious to do something and to learn to do it right."

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The Huntington Annex Training Shops under the direction of Mr. F. L. Small, are next to be noticed. Mr. Small says: "Some time has been occupied in moving and getting established. But they are now established on a better basis, with more room and better accommodations for giving the Indian boys training in the lines of work which the course is designed to carry on."

The Blacksmith Shop has been thoroughly fitted out with eight stationary blast furnaces and a blower with a capacity of supplying

blast power for twelve similar forges.

The condemned engine from the laundry has been put in running order at the machine shop, and now furnishes power for the blacksmith shop for three lathes to be put in the snop, one Egan improved automatic gauge lathe, and two double ended wood turning lathes, the use of which is to give the boys a full course in wood turning.

The shop gives a full course in joint making, which will bring into use all the different tools and all the different forms of joint work which one would be required to use as a carpenter and builder.

In the Blacksmith department the Indian boys are under the direct instruction of a colored machinist, who understands the trade (chiefly learned here), as well as any one on the grounds. It is designed to give the boys practical instruction in welding, bending and shaping iron; in forging and tempering steel. Thus far the work has been of a very practical nature, on wheelbarrows, freight trucks, and general mill work.

In the Wheelwright department, it is designed to give instruction in setting up, from beginning to end, light and heavy vehicles.

In these shops are 20 Indian boys, making three days each week,

and 3 colored boys working every day.

A special point in all this work is to give the Indian boy such a training as will be of the greatest practical value in his future work.

We next notice the Carpenter Repair Shops on the first floor of the Annex, under the foremanship of Mr. John Sugden, employing 10 Indian boys, of whom 3 work two days each week, and 7 work one-half of each day; and 6 colored boys who work every day for the period of three years.

The principal work is in repairing School buildings and furniture

and making changes in old buildings and erecting new ones.

Each student is taught to do every kind of work, and when they leave the shop they are prepared to build new buildings or repair

any part of old ones. A large portion of the work on the new Treasurer's office has been done by this shop.

Near the Huntington Industrial Works is the Engineer's Department, and the Pierce Machine Shop, under the superintendence of Mr. E. O. Goodridge, M. E.

The work of this department is more varied than any other. The help employed has increased from 5 outside men and 7 students in 1887 to 23 outside men and 30 students. This has not been a single jump but a steady and healthy growth,

The large amount of repair work on the place calls for a good

force in order to keep the work in hand.

During the past year, the mill improvements above mentioned have required a great amount of heavy piping, and the work has all been done without the aid of outside skilled labor.

The steam piping of the Treasury Building and Tolman Cottage

has been done by the boys entirely.

In the Machine Shop, 8 apprentice boys are now at work. of these are used for running the engines, while the rest work in the shop or at piping, as the case may require.

The business of the shop is largely repair work, and of such a variety that the boys get a far better idea of machine work than they

would if at work in a large shop.

Such work as turning pulleys, fitting hangers, cutting key-ways and fitting keys, repairing small steam pumps and making new parts, fitting new brasses to an engine, and many other things of similar nature, must better fit a boy for a life work than three years in a shop where he will do only one kind of work, and that on new machinery. With a good general knowledge, a specialty is easily taken up.

The work on wheelbarrows is now fairly under way, and seems to meet the needs of the School remarkably well. The raw material in a wheelbarrow costs but one-fourth of the value of the completed article, three-fourths being labor, which may be entirely from the students. It gives hand and machine labor on wood, besides black-

smith work and painting.

In the same room, work is going on with baggage trucks. These are still better for student labor, as they require turned axles and bored wheels, this being done in the machine shop.

No better work can be found for giving training of so many kinds as on these two articles. Two lathes are very much needed in the machine shop in order to give the boys a more thorough training.

At the Gas House three boys have usually been employed, but now a former student of the Night School is employed. He has had three years' experience, and with his help the gas can be made far more economically. There are now 1.500 lights on the place, and during the winter months 12,000 cubic feet of gas are made in 24 hours.

The Home Farm of 150 acres, of which 40 are leased to the Soldiers' Home, is under the supervision of Mr. Albert Howe, assisted by two graduate foremen, Messrs. Geo. Davis and John Evans. The farm has a detail from the Normal School of 25 colored and 15 Indian boys. There are 16 colored boys who work for the year, attending Night School. They do the milking and driving, have the care of stock, wagons and harness, and do general farm work, in all of which they have good instruction.

Last year the crop of early potatoes, cabbage, and other vegetables, was good. What was not needed for School use brought good

prices in Northern markets.

Twenty-six acres of clover and orchard grass were very fine. A ten-acre field of clover gave three tons per acre at first cutting, and was cut three times in the season.

Fifty head of cattle, 23 horses, and 150 hogs have been wintered. Corn fodder was good, giving some 300 tons of excellent ensilage. Mr. Howe reports: "5,000 feet of under-drain put in two years ago has proved a great success. This spring has been wet, and it has worked to a charm."

Thirty tons of bone dust have been made for this place and Hemenway Farm; it is hoped the quantity may be increased next

year.

Hemenway Farm, about six miles distant from the School, containing 550 acres, is also under the charge of Mr. Howe, assisted by Mr. Claytor, a Hampton graduate...

This farm is used in raising grass, grain and stock, and is worked by ten students, who stay one year and attend Night School there.

Last year was an unusually hard one for this farm. The out crop of 188 acres was almost a total failure, as was the case with this crop throughout the county.

The corn and grass crops were good. About 90 tons of hav were

cut.

The stock consists of 14 horses, 23 colts, 35 cows and beef cattle,

160 sheep and lambs, and 155 turkeys.

This year there are 135 acres of wheat, 100 acres of oats (50 seeded), 100 acres in corn, 20 acres in fodder, 10 in white beans, 75 in grass, and 8 in potatoes and garden vegetables. The balance is in pasture.

Mr. Howe reports: "The boys are doing well and getting good

experience.

We have just purchased 3 registered Holstein cows. We hope to get a good herd of thoroughbred and grade cows for both farms. Would like to get a pair of Ayrshires to demonstrate to the students who take care of them, which breed is the best all round cow for profit."

The Blacksmith and Wheelwright Shops (a part of the farm system) are under the direct charge of Mr.M. W. G. Corson, with the assistance of Mr. J. C. Milton; 15 colored boys and 2 Indians are em-

ployed here.

All kinds of work are done: such as making trucks, truck wagons, market wagons, delivery wagons, grocery wagons, carts, drays, log wheels, cart wheels, and general repairing of all kinds pertaining to the above class of work.

Mr. Core on reports that the boys are interested and learning fast. Improvements have been made about the shop, which is now in better condition than it has ever been before.

The Harness Shop, under the foremanship of Mr. Wm. H. Gaddis, a former student of the School, who learned his trade in the same shop, reports: "3 colored boys, apprentices on full time, attending Night School, I colored boy who has learned his trade, and now attends Day School, and takes his two days per week in the shop, I Indian boy on half time, and another working 2 days per week."

The shop has made 3 sets of carriage harness, 8 sets of double express harness, 14 sets of single harness, both heavy and light, to-

gether with repair work and carriage trimming,
An order from Hon. John Wanamaker of Philadelphia, that supplies six horses, and another from Mr. Geo. W. Knox, D. C., that supplies ten horses, have been filled, Mr. Gaddis says: "The outlook seems good, and we hope to do more in the future than we have ever yet done. We shall always endeavor to make our harnesses and harness ware good and strong.

The young men are earnest, and are worthy of the chance that the good friends of the School are giving them."

The Shoe Shop is in charge of Mr. John E. Smith, a student of the School, who learned his trade in this shop. It gives employment to 12 students who are learning the trade. 8 are colored boys, 7 of whom work every day and attend Night School, while the other works two days each week.

Of the 4 Indian boys, 3 work six half days each week and 1 two

full days each week.

The shop has done the making and repairing for about 600 stu-

dents besides the teachers and officers.

Mr. Smith reports: "The shop is being patronized now more than ever before by outside parties. They say that this shop gives much better satisfaction, for their work is done as they ask to have We are kept busy the year round making and repairing. The boys are interested in their work, and all goes pleasantly in the shop."

The Paint Shop, in charge of Mr. J. F. LaCrosse, was, during the early part of the year, moved to the spacious rooms made vacant by the removal of the Technical, Wheelwright and Blacksmith Shops to the Huntington annex. This additional room has made possible a class of work that before was impracticable: 4 colored boys work every day, 2 work one half of each day, except Mondays and Saturdays, when they work all day, and I works two days per week: 4 Indian boys work one half of each day, and 4 others work two days each In addition to that, 3 boys work three days each week, white-ng, etc. A variety of work has been done. The new buildings washing, etc. erected during the year have been painted, and much work has been done on several other buildings.

The painting and glazing for the Huntington Industrial Works and Annex have been done; also wheelbarrows, wagons, carts, etc., manufactured in the shops, have been painted. Carriages have been painted and varnished for people in the neighborhood. Kalsomining

and whitewashing have been done for the School.

The Knitting department, under the management of Mr. F. N. Gilman, Edward Jones foreman, has given employment to 11 boys. working all day and attending Night School, and to 4 Day School boys who work two days each week.

A boy who is fairly quick in motion can earn good wages.

The educational value of this work is slight, but it furnishes a means of earning money to those who most need pecuniary aid.

This establishment has been moved from the Stone Building to

the rooms formerly used by the Technical Carpenter Shop.

The Tin Shop, Mr. E. E. Woodward, foreman, employs 3 Indians and 1 colored boy. During the past year the work has been about as usual. During the last five months, 33,000 feet of tin rooting have been made and put up, also about 1,000 feet of gutter pipe. Tin ware has been made for the kitchens, and the general repairing of tin ware, tin roofs, etc., has been attended to; also 100 fire buckets have been made. Some of the students have become excellent workmen.

The Printing Office, in charge of Mr. C. W. Betts, reports a gain during the last nine months, over the corresponding months of last year, of nearly \$300, notwithstanding the fact that the office has been without a binder the greater part of the year, and the withdrawal of the work of printing the "African Repository," the Printing Committee of its publishers, the American Colonization Society, now prefering to have the work done in their own city, for greater convenience.

The outside patronage has amounted to nearly \$5,000, an increase over last year of \$638.22 Since last report, a new cutting machine and a quantity of body type have been purchased. Steam fixtures have been attached to the job presses, increasing their capacity for work and relieving the boys from treading.

The office has now possession of the room formerly used by the Knitting Department, and has removed to that the bindery and bookroom, thus affording a much-needed relief from our cramped and

crowded condition.

During the year a number of trade periodicals have been taken, to which the boys have free access, affording them much instruction and giving them new ideas, impossible to obtain in the routine work of the office.

Mr. Betts reports: "Things have worked very smoothly during the year. The boys have done very well, and there is but little cause for complaint. The need of a binder has been greatly felt during the year. We cannot longer depend upon the Soldiers' Home for workmen.

I see no reason why a bindery, conducted by a competent man, should not be included among the industries here. The necessary machinery, including a ruling machine, would cost \$300.

The question of securing compositors in cases of special emergen-

cies may ere long prove a serious one."

Mr. Betts would recommend that some of the more advanced female students should take a course in typesetting, so that before and after graduating, they might, if they so desired, work at the business. The demand for competent printers is such that the office cannot hold the boys after their time is out. Applications are constantly recived for hands capable of managing an office.

"One of our boys, a few weeks ago went to Tuskegee, Ala., and now has charge of the printing office there, relieving another graduate of this office who had secured a better position in Washington. All of the help in the office, with one exception, learned their trade here.

But very little extra help has been employed during the year."
The whole number of hands employed in the office is 23, of whom 9 are colored students, taking a four years' course, 4 are Indian students and 5 are graduates and ex-students.

The Greenhouse, since January 1st, under the supervision of Mr. J. W. Hatch, employs one student all the time, and another about ten hours per week.

The sale of flowers has been somewhat better than that of last

year.

An effort has been made, and will be continued, to stock the house with more profitable and salable plants.

Some thousand early vegetables have been started chiefly for

use on the place, but some have been sold to outside parties.

Seven five-sash cold frames have been added and stocked with double white viole's The Greenhouse can be made of great service educationally. Enlargements and improvements are greatly needed.

#### IN GENERAL.

Aside from the industries already described, there are several ways by which the students earn money. In the Teachers' Home (fully reported under Girls' Industries), 19 boys are employed as waiters, pantry boys, cooks and helpers. 19 boys are janitors of school rooms and buildings, 3 are orderlies in the office, one is employed in the commissary department, 3 are general duty men, 48 are waiters, cooks, etc., in the students' boarding department. In the Holly Tree Inn, the Girls' Industrial room, the Laundry, and in the care of gentlemen's rooms and the grounds, 12 or more find employment.

J. W. HATCH, Teacher of Science.

#### Social Life.

In reviewing the social side of Hampton School lite, we realize its importance as one of the results aimed at in the education of our students; for, in going out as teachers and workers among their own people, many opportunities come to them to become instructors in regard to social customs, along with their regular work. While the days are so full of regular duties that comparatively little time is devoted to social entertainment, yet there are many meeting grounds; such as the recitation room, the work-shop, the dining-room; the library and reading-room, where the students, both boys and girls, come into contact. There are not many rules and it does not seem necessary to have more. There is no calling on the part of the young men, excepting in few cases and with special permission by the Lady Principal. It is the aim of the School to give definite and regular instruction in social requirements, and the effect of such instruction is

very marked in the bearing of the students toward each other, and toward the officers and the teachers.

At the beginning of the year, a committee was appointed to take charge of and plan for the entertainment at the general social gatherings held Saturday evenings at different times during the year; the plans being carried out, as far as possible, by a sub-committee of students, who also act as reception committee and ushers. In that way the students themselves become interested in looking out for the pleasures of others, and the general feeling expressed at the close of such gatherings to the few who stayed at home, in such words as, "Didn't we have a good time?" and "You missed something by not being there," is certainly gratifying to those who contributed to their pleasure. At the occasional social gatherings in the gymnasium, the students make the most of their opportunities in spending a pleasant evening in each others' society, but the settling down of couples in distant corners has become much less popular than formerly; they prefer rather to join in the games and be more general in their attentions; as one of the girls expressed it, "You get awfully tired of staying with one boy all the evening." At one time, a girls' potato race in the bowling alley, was a feature of the evening, where, amid an enthusiastic audience, the contestants were cheered on to the close. At another time, a girls' cake-walk was proposed by one of their number, to which the young men strongly objected; no doubt thinking it was only in their company that the "walk" would prove a success. But when they were forced aside and the girls carried off the cake, it caused much merriment to see them rush to the front to show what they could do, determined not to be outwitted by the other sex.

On Washington's Birthday, a very interested audience witnessed a game of animated checkers, which was played on the floor of the gymnasium, showing the skill of a colored boy against that of an Indian boy; the former coming off victorious. Twelve of the Senior girls in white dresses and red sashes, generously acted as checkers for one player, while the same number of the Senior boys, in full school uniform, presented a very military front on the opposite side of the board, and as the game progressed, a "roll" on the drum announced the crowning of the kings and queens; the ceremony being performed by special crowners in full dress, and waited upon by pages bearing the crowns.

Among out-door games, the girls enjoy croquet and tennis; the latter game, however, belonging exclusively to the Senior girls; the boys of their class being allowed to play only by invitation from the girls, and with the permission of the Lady Principal to come on the girls' side of the grounds. Besides this, the girls are very glad to accept the invitations of teachers to go for walks or to gather wild flowers now and then, thus enjoying occasionally the freedom of being beyond the limits of the grounds set apart for their use; the boys having much more liberty in that respect. The boys have base ball and foot ball games on their own play-grounds, and once, during the Holidays, they arranged an interesting programme of field sports, and exhibited their strength and skill on the lawn, in front of Virginia Hall, for the girls' amusement.

The girls' "Holly Tree," furnishes them with a cosy, cheerful sitting-room, where spare moments and a few pennies are occasionally spent over a dish of smoking soup and a good slice of white bread and butter, and it is a favorite resort after school hours. So much has been said in previous years of the young men's "Holly Tree," that to mention this it is still a very popular resort seems sufficient here. Besides this, both boys and girls have their own sitting-rooms or parlors in each of their own buildings, where they can congregate at will to have a pleasant chat and game of their favorite checkers, or to discuss the questions of the day.

During the Christmas holidays, a number of entertainments were planned for the pleasure of the many who remained in the school, only the few having the privilege of going to their homes during the vacation, which is a very short one. One was given by the girls of the Senior class, to raise money to help support a little child from the neighborhood, now living in Mrs. Monroe's Orphanage, near Charleston. Thus they were lending a helping hand to another who

needed their aid.

New Year's Day was characterized by an Emancipation Day celbration, gotten up entirely by the students, it being the first time that the day has been thus observed by them. Appropriate exercises, consisting of essays, speeches and singing, were listened to with much interest.

The boys' Debating societies, and the Temperance Society of both boys and girls, hold an important place in the year's programme of Saturday evening events, and are always attended with unflagging interest. The lines have been drawn much more closely in regard to the girls whom the young men can have the pleasure of escorting to the Temperance Meetings, held in Academic Hallonce a month; they being from the Senior and Middle classes only, while those from the Junior and Night classes go under the care of some teacher regularly appointed to take charge. A request was, therefore, made by the students early in the year to have every other meeting held in Virginia Hall Chapel, upon which occasions any of the girls can be escorted by any of the, young men, the latter meeting thereby being much the most popular.

The personal influence of the teachers has been much more strongyl felt among the girls in their work with the "tens;" every girl in the school belonging to a "ten," and each "ten" under the personal care of some teacher. The result has been marked, the girls showing a more friendly interest in each other and also feeling

that some person has an especial interest in themselves.

This report cannot be closed without a word about the Summer-school. On account of its being so much smaller during the summer months, there are more opportunities for merry-making. The girls enjoy much the freedom on the lawn, between supper and school, after being confined to their work indoors all day. The Saturday afternoons were made popular by picnic parties to Buckroe Beach, and were continued until every girl had her turn. An ice-cream festival and supper party was given on the lawn, in August, to which everybody was invited. The ice-cream was provided and sold by the girls, who took that way of raising a little money for their

missionary use through the year; and, after paying expenses, the sum of twelve doilars was deposited to their credit in the Treasury. On that occasion, the teachers' recreation room and girls' "Holly Tree" parlor were thrown open, and when it was too late to stay out of doors, the remaining time was spent there in playing games. One of Hampton's graduates, who was present, said to one of the ladies, "You teachers don't realize what an object lesson this is to these girls, who see that they can have a good time without being boisterous and rude, and even the dullest will carry away that pleasant lesson." He said he did not realize it himself until after he had spent his year out teaching.

In all of their amusements, the officers and teachers mingle with the students, glad to do anything to add to their pleasure, and

by example and influence, aid in their social development.

E. CLARK, Teacher

### The Graduates' Department for Reading Matter.

This Department, which has long been in charge of Miss Ruth G. Tileston, this year fell to my lot, and nearly every day packages of papers and magazines have been sent out. At first I wondered whether it paid for the trouble and expense, for the postage on all these bundles was no small item to the school. But as letters and postal cards came back acknowledging the receipt of these bundles and expressing thanks, and asking for more, I have thought it does "pay." Some of the scholars wrote, as well as the teacher, saying they were "proud" to have such nice papers—"I cannot find words to express my thanks for the papers sent." "I received the papers, and was glad to find them containing much news, though not new." "They are of great help to me. After I read them I use them for my children in school. "I use them for supplementary reading in school and the children enjoy them so much." "If you have any old, papers or books with recitations or dialogues in them suitable for closing exercises of a school, I would thank you kindly if you will send me a few." "I find them a great source of information and comfort to my children as well as myself." "The children's papers I give to my scholars. The S. S. Times to the Superintendent or some member of the Sunday-school. The Housekeeper, etc., I keep for myself."—That was from a homemaker as well as a teacher "Let me thank you for sending my name to your Northern friend who has kept me supplied with papers all winter. I gave them to my children after I read them. They were delighted to receive such useful presents "I am just organizing my Sunday school and those Sunday School Times, and Temperance papers came in well." Yes-I really think it pays.

There are many graduates, those living in cities, those at other schools and colleges, and a few who have means to obtain all the reading matter they want, to whom I have not sent; and yet every year this list increases, for every year the Middlers who are teaching and many under-graduates who have their schools, must not be forgotten.

They are doing good work among their people.

I have been greatly assisted this winter by kind friends who have offered to send papers, etc., to whom I have given lists of names. This has been appreciated by the receivers and I hope all have expressed their thanks. And here let me express mine also, to the Circle of "King's Daughters," and others—and also to one Circle of "King's Sons"—who have lately written to know what good work they could do for others.

Last October the shelves of the little cottage, where this work is done, were filled with good papers, magazines, etc., etc People came in and said: "What are you going to do with all these?" Now notwithstanding we have unpacked six barrels, besides boxes and bundles, the shelves are looking very thin and some are quite empty. I hope

that before next Octcber, we may have new reinforcements

It is quite a study to get the right things into the right packages. The S. S. Times, Independent, Christian Union, Watchman, Zion's Herald, Youth's Companion, Temperance papers, etc., etc., go everywhere, but the farmer wants the "Country Gentlemen," and agricultural papers; the teacher wants "Educational Journal," "Review" and other Educational papers. Then there is the lawyer, doctor, minister and always children. The piles of papers for children and youths, and the illustrated papers, are always the first to give out, but I am happy to say, so far, just as we were coming to the last one, a new lot has come in from some kind friend. On the whole the work has been very pleasant, and I hope has been a source of pleasure and profit to many.

ANNE MARY HOBBS, In Charge.

## Report on Graduates,

Forty-three names were added last fall to the 696 already on my list, making somewhat over 700 persons to whom my annual letter was sent. There are some 20 or 30 whose address cannot be ascertained and to whom, consequently, no letter can go. It seems a little strange that I have had replies from less than 200. Evidently, answering letters is not considered a very important matter by the majority of our graduates. All honor, however, to the minority, who have responded so cheerfully and pleasantly to Hampton's annual greeting.

Widely scattered are these sons and daughters of Hampton. From Africa and Arizona, from Massachusetts and Montana. from Tenessee and Texas, Alabama and Arkansas, Kansas and Kentucky, Maryland and Missouri, New York and New Jersey, the two Carolinas and Georgia, Virginia and Pennsylvania, Indian Territory and Omaha Agency, letters have come to me, telling of the work in which our

graduates are engaged.

In most cases, their work is that of the teacher; more than fourfifths of those from whom I have heard, having been so employed

during the present year.

Not a few of our young men, however, are carrying on their studies in high schools and colleges. Seven Hamptonians are at Lincoln University, several at Howard, two at Yale College in the language department, and one in the Medical School at Harvard. Hampton is

also represented at Phillips Academy, Andover, and at Mt. Hermon School in Northfield, Mass.

A number of our graduates are occupying various positions of trust in Washington, having passed civil service examinations, en-

titling them to clerkships, etc.

A graduate of '83, seems to have found out how to do three things at a time, inasmuch as he teaches, farms and is post-master. Perhaps the secret of it is that he has "a better half" who attends to the mails, while he is engaged in his school room.

The number of marriages during the year is 16; of these, 2 couples are both Hamptonians. There have been 2 deaths during the year.

A busy young man is a graduate of '85, who, with an under-graduate of Hampton as his assistant, is teaching a school of 190 pupils, a ten months' term. "Besides this," he says, "I am teaching nightly

a class of about 35 members."

A spirit of earnestness and devotion to the interest of their race, characterizes very many of the letters—well expressed by a graduate of '90, who says " My only thought in this life is doing as near right as I can, and keeping God always in front. I don't think that I shall ever do anything else but teach and instruct my people all I can in the best

way I can. I should never be satisfied to do anything else."

I might multiply extracts from letters, breathing a similar spirit, if time and space would allow. I must speak of the many expressions of regret which Miss Mackie's resignation has called forth. It is pleasant to see the love and respect which her long and devoted service has gained from those who have had the privilege of being under her care. One of the "girls" writes in this connection: "Truly she is more like a mother than any one I ever met," and one of the young men says, "Many young men have gone there rough and uncouth, and come away polished gentlemen by being under her kind restraint." I must speak of the Christmas boxes which seem to have become a part of my work as Graduates' Correspondent. Somewhat over fifty schools were gladdened last Christmas by the reception of Christmas packages, boxes, barrels, etc. My hearty thanks are due to all kind helpers in this work. May their numbers greatly increase!

A. E. CLEAVELAND, Graduates' Correspondent.

#### Returned Indian Students.

When the first Indians were taken in at Hampton in 1877 and the experiment, as it was then called, of education for them in the East undertaken, there was a strongly expressed doubt in the public mind as to its successful outcome.

Three years later, the tone was somewhat changed, still the outlook for the students so soon to be returned was not very bright. They were all that was needed to make good pupils, and the question was not so much in regard to their capabilities, as to their power of resisting the inevitable downward tendency of the home life afterwards. This was the practical test of the work—the only true one—and has been watched with much interest by those who have realized

its meaning. Year by year, doubt has given way to encouragement, until to-day no one pretends to question the practical wisdom or the moral right of the movement. Faithful missionaries in the West had for years been laying, slowly but surely, the only reliable foundation for the work, and when the children and youth were brought East to Hampton—then to Carlisle and other schools—the sentiment of the public, and through it the government, was touched, and Indian education received an impetus that in ten years has worked wonders. Without this timely quickening by students actually in the Eastern

schools, the development of to-day would be impossible.

If we can measure the sentiment of the people by the work of its representatives in Congress, we shall see in the records of the Appropriation Committee figures quite as convincing as words could be. In 1880, the Appropriation for Indian education was \$75,000. The next year it took an 80 per cent. stride up to \$135,000, and the next year the most prodigious leap on record, increasing the amount 260 per cent. to \$487,200. Since then it has been steadily increasing, until last year it made another telling step of 110 per cent. up to \$2,845,610. Though we may sometimes have had occasion to doubt the strict veracity of figures, yet there is something in all this very convincing, and very encouraging, too, for the future. Never before has the cause of Indian education been in such competent hands as Gen Morgan's have proved to be, and, if the work is allowed to go on, great good must be expected. Such is the general outlook from an

educational point of view -progress all along the line.

This progress means not only more schools and better scholars, but better work after the pupils return from the schools. Instead of the ever-present longing for time to pass, as in the old days, very little is heard now about the home-going, and much more about what must be accomplished first. For several reasons, both girls and boys have voluntarily remained over their time, some several years, in order to go out into the world better prepared to accomplish some-thing. The unreasoning home cry will naturally cease as education advances, and more young people will find homes and work where they can do just as much good as though they returned to their own particular families. As with us, not all are cut out for missionaries, and many find just as useful a sphere in a bold push for themselves. Hampton's advice to "Put your life where it will do the most good," has had many followers, and, though the majority of the more intelligent young people-those best qualified to judge-believe that their greatest usefulness lies among the people of their own race, yet there are circumstances attending individual cases which make another choice best. Richard Powless felt, after a year at home teaching, that he could do better at his trade, and is now earning a good living at the University Press, Cambridge, Mass., and improving his mind by reading and study during the evenings. In a few months he will be joined by another Hampton boy and have a companion in work and study. Charles Doxson returned home, looked over the field, and decided that his trade was his work in life, and soon found himself employment as engineer in a large manufactory in Syracuse, New York. The same is true of Chapman Skenandoah in Schenectaday. Another young man realizes that he is not yet strong enough

to resist the downward influences of his home life, and manfully and sensibly chooses to remain independently in the North until he feels surer of himself. Others are staying in the East preparing themselves better for work they hope sometime to do at home. Like the Rev. Chas. Cook, Dr. Chas. Eastman, Dr. Susan La Flesche and others who have had flattering opportunities to remain in the East, they seem to feel that the greater their advantages the greater becomes their responsibility to use them for the good of their own race, and, therefore, the good of the country to which we all belong. The feeling seems to be more of the race-tie than of the tribal, and we find individuals choosing to go among other tribes, believing that they can do better work among strangers than among their own particular people, especially at first.

There is a growing disposition among the reservation Indians to scatter out, and we are encouraged by seeing young men, and women too, starting out for themselves in a very manly way. The average Indian cannot yet, and it is a question which only time can decide if he ever can, compete with the white man in labor that demands long continued exertion of physical strength. The undeveloped muscles and the predisposition to pulmonary disease make competition with the sturdy foreign laborer a physical impossibility. Those who have worked most with the full-blooded Indians seem to agree in this, that so far as absolute skill and faithfulness is required, the Indian is all that need be, but, with his lack of physical endurance he also lacks a

tem under which the last two generations were born and bred.

In spite of all this, we find that every Agency shop has more applicants than it can possibly supply with work, and Agents complain that the Indians demand too much in that way, not realizing their

sense of responsibility—both natural outcomes of the reservation sys-

own deficiency in all that is required by the trades.

As farmers, there has been much to discourage, but very little to encourage the Indian in the very arduous labor that opening up a farm on the prairie demands. The more progressive have made a start expecting the help promised in exchange for land, but the working horses, the farm implements, and other things have so far not been given. This, added to the total loss of crops from lack of rain for two or three successive years, has had an effect hard to overcome, especially when the lazy majority stand by and jeeringly remind the plodder, "I told you so. That's what you get by trying to be a white man!"

It is therefore necessary for a farmer to have some other source of income, some employment for his winter months. The slender resources of the Agency have been drawn upon to their fullest extent. More shops and new industries are demanded and shou'd be supplied. Mills where Indians can work their corn and wheat: shops where shoes can be made to replace the Government brogans; tailor shops where men and women can make clothes to replace the issue suits provided by contract, many of which are no great credit to civilized dress and work. Boys and girls learn, or more often, partly learn, some trade at the schools and could by doing the work and earning a living from it, supply the demand for better things which is growing every year. Miss Howard at Crow Creek takes advantage

of this and keeps her girls and women constantly employed making garments for the Indians who are glad to buy them at fair prices.

One boy has recently started a tailor snop at his agency, and we await the result with interest. At present the returned students are regularly employed as follows:

6 , . ,	
Regular teachers	10
Regular school employés	13
Attending other schools	25
Studying for professions	2
Catechists of the Episcopal Church	11
Presbyterian missionaries	?
Agency physician (1) interpreters, (3) clerk, (1)	5
" police, (2) farmers, (2) herders, (3)	7
" stables in charge	2
" millers. (1) harness-makers, (2)	3
" carpenters	26
" wheelwrights and blacksmiths	8
U. S. Infantry	I
" "Scouts and interpreters, (4) drivers, (1)	5
County surveyor, (1) assessors, (2)	3
Government surveyor '	I
Clerks in stores	11
Running stores of their own	3
Running shops of their own	2
Supporting themselves in the East	4
Printer, (i) Engineers, (2) Farmer, (1)	4
Traveling with shows	3
Logging	3
Farms under cultivation	
Cartle ranches of consider ble size	5
Girls well married and in good homes	44

In 18 of these homes both husband and wife have been Hampton students.

A visit to the homes of these returned students impresses one more than anything else with the practical value of an all-round sort of education and training. The demand for better things created in the schools, West and East, calls for a supply not easily obtained on an Indian reservation, and calls out individual resource in interesting and sometimes very amusing ways,

The School's influence is seen too, in the relation of man and woman in the work and intercourse of the family, the little courtesies which before seemed unnecessary and awkward, but are now natural and helpful, the family prayers, the reverent grace at table, and more than all, the better bringing up of the children, the wiser care of their bodies as well as of their minds and morals. The father and mother-love, so strong in every Indian, furnishes, when suided by intelligence, one of the most hopeful signs of Indian progress. These parents can never allow their children to grow up in the unwholesome and neglected condition that represented their childhood, and already we find Hampton's grandchildren well on the way to heights their parents could never attain.

At every agency where a number of students from Eastern and other schools have come together, societies for mutual benefit have sprung up. The Y.M.C.A., and various Missionary, Temperance, Sewing, Agricultural, Debating. Literary, Musical and Base Ball organizations, have an influence toward broadening these young people and giving scope for surplus energy, besides attracting and influencing the less progressive Indians. The missionaries and better class of agents encourage these things and we find them increasing everywhere. The young people learn different forms of amusement at the schools, and these are gradually taking the place of Indian forms of time killing that seem more objectionable to us than those of our own invention.

The vast work of the churches and missionaries is too well understood to need repetition, only as we must emphasize the fact that without them, the work of education could not possibly be the success that it is. It is they who prepare the minds and hearts of the parents and children for it, and, more than all, it is they who watch over, guard and guide them on their return. Every one knows the value of a wise, friendly hand in some new and trying experience, and this is where much lasting good is being done, not only by so-called missionaries, but by many agents and their wives and other interested men and women on the reservations. Few schools can now point to any bright light and say "He is a product of our training"; too many hands have had a share in the work, and that is the way it should be. In Indian, as in mission work everywhere, the school that gives an all-round dril is the stronghold and hope of the Christian teacher. Without the Mission boarding school, mission work is weak; this work has had much to do with the good record our students have made.

On the record which we keep and change from year to year, we grade these returned students according to the record they make and the influence they exert, whether excellent, good, fair, poor, or bad, and in this way make a very just estimate of their real value.

The Excellent are either those who have had exceptional advantages and use them faithfully, or those who by great earnestness and

pluck have won an equally wide and telling influence for good.

The Good, the great majority, are those who are doing their best and exerting a decidedly good influence, even though it may not be very wide. They must marry legally, be honest, industrious and temperate, and live a life which we can point to as an example for others to follow, and improve upon.

The Fair are the sick and unfortunate, those who have had few

advantages and from whom no better could be expected.

The *Poor* are those who have not done as well as they should: have married after the Indian custom while knowing better, have fallen from weakness rather than from vice, and some who are re-

covering themselves after more serious falls.

The Bad are those who have done wrong while knowing better, yet with one exception those from whom no better was expected. Four on this list have recently left Carlisle with bad records, (3 were expelled and 1 ran away.) Of this number, three were brothers and all very nearly white. It may be of interest to state also that but one on this bad list is a full-blooded Indian, and he, and two half-bloods on the same list, are travelling with a show.

Excellent, 72 Good, 149 Fair 62	Satisfactory, 283		Total, 318.
Poor 23 Bad 12	Disappointing, 35		

Summing all this up, we find but 35 who are not using to fair degree of advantage, the things they have been taught. Surely this is

a good showing!

Papers recently sent to all agents and to others best qualified to judge of the character and influence of these students, have verified our own statements and given them additional force. These were sent since the recent trouble in the Dakotas, from which states most of our Indians come, and yet instead of lessening the number on our good list, it has added to it. The one boy who did take part was never on the good list and is, of course, now classed with the bad. As a gentleman writing about him says: "His circumstances were most He was son-in-law of Sitting Bull and made his home with He became his private secretary, interpreter and general informant. Instead of opening the old man's eyes to his folly he seems to have lent himself a ready tool to the crafty savage."

The Rev. W. J. Cleveland, who has been "travelling up and down through the Sioux reservation" for three months since the excitement, trying to get at the "bottom facts" of the trouble, writes March 30th: "I heard no complaints of bad behavior on the part of Hampton students except in one case." (The same as others have noted.) "They were, as a ru'e, employed in school, mission, government, or other work, as they could find openings, but the opportunities furnished them all around are pitifully meagre. I think, in nearly all cases, they make a brave struggle to keep themselves up to the standand acquired at Hampton, and to raise their people up toward it. My invest gation was specially with reference to the late war. I found but one Hampton student who had gotten mixed up at all in the ghost dance craze and kindred evils. The rest seem to have all firmly stood their ground and tried faithfully to convince their people of the untruth, danger and evil of the craze."

Major McLaughlin, for many years a most devoted agent at Standing Rock, from which 92 of our students have come, writes March 24th: "I have the honor to state that all the returned (Hampton) students remained loyal to the government and firm friends of law and order throughout the excitement except Andrew Fox, who is naturally a worthless fellow, Sitting Bull's secretary, and consequently one of his supporters." "All the other returned Hampton

students at the Agency are doing very well."

Rev. G. W. Reed, of several years' experience among the Indians at Standing Rock, writes March 18th: "The longer I remain in this Indian country the less reason I have to find fault with returned Hampton students. When they are married and make their own homes there are none neater to be found.

Even when they come home and live with their parents the effect upon the home is soon seen. Washing day comes oftener. Clean hands and faces become less of a curiosity in these homes. The boys introduce articles of furniture of their own make, the girls in many ways make the homes more attractive. We often expect too much of them. We forget that they are about like other girls and boys who have had only five years of life under good influences. They don't find much to encourage them in their new life when they come back here on the reservation. There is every temptation to be idle where most of the people are idlers. Not every Hampton boy wants to be a farmer in Dakota after the experience of the last five years. There are a few positions at the agency, but these are not very desirable. I oft en wonder that they stand so well, when I think how scattered they are, often only one in a large camp. Their conduct here during the late Indian trouble was admirable. I know of only one who had any sympathy with the 'Messiah craze.' They had a marked influence which kept their parents out of it.

The Hampton boys share with the rest of the people in the curse

The Hampton boys share with the rest of the people in the curse of the 'Ration System.' It takes away nearly every incentive to an industrious life. You have no need to be ashamed of your boys. You hear from them now. You will hear from them in the future. They are bound to be a blessing to their people. God speed you in your

grand work.

Sincerely yours,
G. W. REED."

These letters and the testimony of many others, more individual in their character, all go to show how manfully these young people have stood under temptation such as we can hardly appreciate; how neither disease nor famine, slaughter nor broken faith, injustice nor false Christs, have been able to turn them from the truth as they have seen and known it.

Had the most enthusiastic friend of Indian education been consulted as to the proper time for applying the test, he would have hesitated long before confessing that the time had yet come for its application, but all unsought and unheralded it did come, performed its work and passed on, and the testimony of observers from both civil and religious standpoints, each confirm the fact that these young people have stood most manfully by their colors, and have placed beyond question the policy of sound education.

#### HIGHER EDUCATION.

In connection with the subject of returned students, comes the very important one of higher education for the few who seem fitted for it, and who have good prospects of success in some particular profession or business. No Indian school now can pretend to give more than a common school education, and yet, with Indians as with white people, there are always some who want more, and are willing to work for it. The Government has sometimes made an allowance for such Indians, and given a wise and much appreciated lift. The \$168 per annum (three-fourths of that sum for nine months of the year) is at best only a help, and a great deal more must be raised in some other way, generally by working out a year, and then receiving some help from friends.

The first of our students to try the experiment was Susan La Flesche, who, helped by the Connecticut Indian Association, was en-

abled to go through the Woman's Medical College in Philadelphia without loss of time, graduating in two years, and then, after passing a most satisfactory competitive examination, was admitted into the hospital where she had the benefit of practice as a physician. career since she finished her studies has been most successful. has been two years Agency physician at Omaha, lives at the school, does a great deal in the homes, and as those who know her say, works far beyond her strength. Her broadening education has titted her for another work at home which was unlooked for, but nevertheless very important, the advising and instructing of the men on civil and political questions, which arise constantly in connection with the new duties as citizens and individual owners of their land. The young men of course who have this advantage of a broader eduuation can do much more in this very important way than can a woman. The two young men, Thomas Miles and Walter Battice, who have had this sort of advanced training, are now influential members of a large tribal council, acting as Secretary and Treasurer, and in recent negotiations concerning the sale of land were able to understand and advise as they could not have been had their education been less

Annie Dawson, because her education commenced at an early age, graduated from here when she was only sixteen. She was too young to take the responsible position of teacher, and needed more time and more training. This she got at the Framingham, (Mass.) Normal School in two years, and was then prepared to take a better position, was independent of aid, and as capable of earning her own living and making her own way in the world as a white teacher would be. She has been for a year doing very satisfactory work at the Santee Normal Training School in Nebraska, where she is highly spoken of. Josephine Barnaby, as a nurse trained in New Haven, has done a very brave and noble work among the Sioux at Standing Rock, and later among her own people at Omaha. One year's work such as she has been doing for three years would more than repay all ever

spent on her education.

Henry Lyman, a Sioux, now in the Law School at Yale, gives promise of success in this line. The Dean of the Faculty, after his first year there, wrote, "The faculty of Yale Law School have found Henry Lyman studious, thoughtful, conscientiously faithful in attendance upon the school exercises, uniformly correct in deportment, respected and self-respecting, and quite up to the average of his class in intelligence." There seems to have been no change of opinion since

John Bruyier, a Sioux, had for years wanted to "be doctor" and, after he finished his course here, decided that it was best for him to study medicine. Not being prepared in English as well as some others, he has wisely taken a course in a preparatory school in Meridan, and has now decided that one year is not enough and wants another. Three or four students will go to other schools after graduating here this year. They are young and bright, and know what they need and want, and give excellent promise of future usefulness.

CORA M. FOLSOM.

## Report on Library.

During the year the work of the library has been carried on along much the same lines that have followed in previous years. Each year the work increases in interest, and every effort is made to make the books more useful to the students, if possible, and to stimulate the desire for good reading among a larger number. Our record shows

that this has been accomplished during the past year.

The finding list to which I referred in my report of last June, has been finished and sent to the printer, but unforeseen delays have occured, and it will not be in use until next October. In order to meet the expenses of the finding list, it was thought necessary to charge a small sum to each student who wished a copy. But the generosity of a friend in meeting the printer's bill will make this unnecessary, and greatly increase the usefulness of the books.

This friend has given us many of the books we most needed. again this year asking for a list of those most necessary to help the

work in class-room and workshop.

There have not been as many additions to the library as in some previous years, but the growth is steady, and the books sent us have done much to fill up the departments where they were most needed.

The increasing demand for books that will help the boys in the various trades is noticed this year. The engineers and carpenters have always been anxious to supplement their work with practical books on the subjects, and read with interest those in the library, which have been carefully selected by the men in charge of the departments.

But recently, blacksmiths, printers, painters and harnessmakers, have frequently asked for books that would be helpful to them. This

demand we are to meet by the gift before alluded to.

Periodicals devoted to different trades are on the reading-room tables, and Saturday nights, almost the only time the night students are free from work and study, are often spent in the library reading these papers. The interest the students show in reading newspapers and magazines in the reading room is constant, and that the reference books are much used, is shown by the worn bindings of the cyclope-. dias, several of which must go to the binders during the summer vacation.

The class of books read by the students has frequently been referred to as unusually good. Among the boys the standard is remarkably high; rarely can be found a school where the boys read generally more instructive books. The girls have a decided taste for stories, and greater effort than ever before has been made this year to stimulate a desire for something helpful as well as entertaining.

and the result is gratifying.

The number of papers and magazines on the reading room tables is much the same as in previous years. Many of the papers, after their first use, are sent to the graduates' department, while the more valuable magazines are bound, for use in the library. Every week, papers are sent to the "Hemenway" Farm and to the different cottages on the grounds where students room, helping to make attractive the general sitting room of each building.

The interest shown by the students in books and papers, and their appreciation of the library privileges, is most encouraging, especially as it is voluntary in a large measure, only the reading on special subjects given by teachers being required. A genuine love for reading and a desire for improvement brings together the quiet, earnest groups of students that are found in the reading room day after day.

HELEN S. BALDWIN, Librarian.

### Medical Report.

The average standard of health has been high during the year. Although the number of students has been large, rising at one time to six hundred and thirty-six, yet the distribution of, and provision for, them has been such that the numbers have not told against the health of individuals. The boys are distributed through eight, the girls through three well-ventilated buildings. The boys when sick are all cared for in King's Chapel Hospital, where the moral as well as physical advantages are vastly better than the best that could be given to a boy in his own room. The hospital has been fully occupied nearly every night during the winter. Several cases of severe illness have terminated in convalescence. No death has occurred either among the colored or Indian pupils. Eleven Indians, in regular attendance at school, have been under treatment for phthisis. In every case the benefit of treatment has been great. But two of the eleven cases are to be sent home on account of health. One of these has been at the school two years, and was unsound on arrival. At the present date he looks well, even robust, but could not safely go through the ordeal of another school year. The other case has been in school but one year, is able to attend school, but owing to his family history and other considerations is obliged to return home.

While it is true that the Indian is often a discouraging patient from the fact of his total want of knowledge of the most simple rules of hygiene, and often also, from his constitutional tendency to scrofula, yet experience proves that much can be done for even serious

cases.

The manner in which the ignorance of some of the less enlightened Indians may bar the way to convalescence, is apparent from an incident in one case. A girl, on being questioned about an aggravated cough, replied that it was worse when her feet were wet, and as her shoes were too small she was soaking them to make them larger.

The physical stamina of the colored race, as represented in the School, has undoubtedly improved within the past eleven years. Noticeably, ailments originating in nervous weakness and instability are much more rare. Fifteen years ago hysteria was not an uncommon phenomenon, now it is seldom heard of, and is very unpopular with the students, who are aware that a want of nervous equipoise is supposed to be a race characteristic. Only two cases of hysteria have occurred this year; a record that would be seldom equaled in a school for the same number of white girls.

With the exception of the grip, no epidemic has visited the School. The grip made its appearance, as an epidemic, in the last week of March, and for four weeks caused much sickness. One hundred and

eighty nine cases in all were so ill as to be confined to bed; the far greater number for only a few days. About the usual proportion of cases were serious. The disease made far less havoc than last year among the students. No serious relapses or sequelæ have occurred. The health of the School is now excellent.

M. M. WALDRON, M. D., Resident Physician.

## Department of Discipline and Military Instruction.

Except for the steady improvement in material which each year's accessions affords, and for a few changes which have seemed advisable in routine administration, the condition of this department is practically the same as it has been for the last eighteen months. task of dealing with minor offences and breaches of military order has been greatly simplified by the adoption of stated penalties for stated offences; and these penalties have, in every case, been set by the Officer's Court, composed of some twelve or fourteen of the cadet officers, and constituted according to the Regulations of the U.S. Ar-The effect of this system has been most beneficial, and the number of absences, and other irregularities which would naturally come within its scope have been reduced, during the past winter, more than nity per cent. The records of the Officers' Court show for the current year only sixteen cases (two of which resulted in acquittal) as against forty-two cases tried during the school year of 1889-90. In addition to this court, the Indian boys, who live in a separate dormitory, annually elect from their number, by the Australian ballot system, a council of five, who have general charge of the "Wigwam," and try such cases as may be referred to them. These two institutions serve to emphasize the principle of self-government, on which, as far as practicable, the entire department of discipline is managed; and, as was noted in the report, their decisions are received in a "spirit of deference and ready acquiescence.'

The only change in routine which serves to especially mark the work of the year is the enrolment of all the Indian boys in a cadet

company by themselves.

This was done, after some deliberation, at their own request; and has worked well in many ways. It has materially improved the appearance and efficiency of the battalion; and has, by reason of the additional responsibility thus thrown upon the cadet officers, tended directly toward a higher morale among the occupants of the "Wigwam."

The more serious offences have been chiefly noticeable by their absence. Trouble has always been caused, to a greater or less degree, by the use of liquor among the Indians, and by personal difficulties between the students, but during the past year there have been fewer cases recorded under each head than ever before.

With regard to the routine work of the school, as far as this department is concerned in it, it may suffice to quote from a previous

report:

On his arrival at School, each student is assigned to a class and to one of the Industrial departments: and is given a card to the Cadet Quartermaster, which admits him to the dining room, and another

which entitles him to a room in one of the dormitories. These dormitories are under the charge of ten janitors, appointed from the students, who make daily inspection of the room in their care, and report to the Commandant every morning. They are also inspected throughout the week by certain of the teachers, and on Sunday morning a formal and military inspection of each room is made by a school officer. At this inspection, the occupants of each room are required to be present in cap and uniform.

Cadet-students are required to wear the uniform cap on all occasions when not at work, and leaving the school grounds without it is accounted a serious offence. This affords a safeguard against one of the commonest difficulties in dealing with young men at School, as it marks them as students of the Institute, and the laws of the

State of Virginia especially forbid the sale of liquor to such.

The military organization, to which reference has incidentally been made above, is, above all others, the most potent factor in solving the problems of law and order which confront the officers of the School, and is not only repressive, but directly and actively educative as well. It enforces promptness, accuracy, and obedience, and goes farther than any other influence could do to instill into the minds of students what both Negro and Indian sadly lack—a knowledge of the value of time. The students are enrolled in a battalion composed of six full companies, three of these comprising the members of the Night School, and the other three those of the Normal and Indian schools. A full complement of staff and company officers are chosen from their number, and appointed, as far as possible, on the ground of fitness only. The idea is enforced that the lowest corporal is in direct line of promotion to the command of his company, and that all is required to ensure him that promotion is faithfulness to his duty whether in or out of the ranks. The battalion is under the general command of the ranking captain; but each of the six captains is appointed in rotation to act as Instructor for one week. As such, he commands the battalion at inspections and drill, and reports to the Commandant on the general condition of the companies.

The regular military exercises are the inspection held on the morning of each school day immediately before morning prayers; the formation of the battalion in column of companies for the march to the dining hall; the formation of the battalion drill on Wednesdays, after school, under the direction of an officer of the U.S. Army; and the drill of each company in charge of its captain, on one other after-From all these exercises, save the second, the noon of the week. members of the Night School companies are necessarily exempted, as they also are from guardmount, which takes place at noon of each On Sunday afternoons, however, the entire battalion is formed in line in front of the church and formally inspected before marching It is to be regretted that unavoidable circumin to the service. stances have deprived us for a large part of the year, of the oversight and instruction which have usually been given by an officer of the U. S. Army. Valuable assistance has been received, however, from time to time, from 1st Lieut. H. C. Davis, of the U. S. Artillery, in attendance at the Artillery school at Fortress Monroe; and, although he has worked under serious difficulties in meeting the men at irregular intervals, he is wholly responsible for the satisfactory manner in which

the battalion executes the simpler movements by companies and platoons, and should have due credit for it. To the Assistant Disciplinarian, Cadet Capt. R. R. Moton, a graduate of the class of 1890, special acknowledgment should be made for faithful and unflagging efforts toward the general improvement of the work of the department, and especially, for most efficient oversight of the daily drills. And with regard to the under-graduate Cadet Officers, it is pleasant to be able to repeat with additional emphasis what was said of them in the last report: that, "It would be a very incomplete report which would omit reference to their faithful assistance and firm adherence to the cause of order and good-will, or would neglect to state that without that assistance the record of the year would show but a small part of the improvement which it seems fair to set down against it."

CHARLES WRIGHT FREELAND, Commandant.

### Report on Christian Work.

The training of Christian workers is the object which the Hampton School holds in view.

The thousands of colored free schools in the South are calling for Christian teachers, who shall illustrate Christianity in their lives and teach their people how to live. The same call comes from the opening Indian Reservations in the West. There is a many sided ministry possible to the educated young people of the Indian and Negro races such as their white brothers might envy. The endeavor is made at Hampton, to prepare them to help their people in their homes, in their farms as well as in their school rooms, and in their churches.

A teacher who goes out from this school and only works during school hours, is looked upon as accomplishing only a small part of what is expected. Sunday schools; temperance work; sewing schools; labor from house to house; instruction in agriculture and cooking, in the saving of money, in the care of children; all these are considered a part of the work of the Hampton teacher. Large numbers of our graduates have accepted this broad view of what they ought to strive to accomplish, and they have, in some cases, completely transformed the character of the population among whom they have labored.

Seven eighths of the students this year have been professing Christians. In the case of most of them, their lips and lives have borne witness to the gospel they professed. A large number have come into the Christian life since coming to the school. For many years there has not been a communion service in the school church without some additions, although very many of those who have become Christians here, have preferred to unite with their churches at home. A number of the Indians have been confirmed in St. John's Church. The different denomi-The school is undenominational. nations are represented among trustees, teachers and students. pastors of the Baptist, Presbyterian and Episcopal churches in Hampton, have helped in filling the pulpit in the absence of the chaplain. In the school for Bible study, they give regular instruction three days in each week. In order that the members of the Baptist Church may have opportunity to commune, a clergyman of that denomination is invited to hold communion services in the school church several times

a year. The Rev. J. J. Gravatt, Rec or of St. John's Church in Hampton, has charge of the Indian Sunday School, and the Indian students coming from Episcopal schools in the West, are under his special care.

Sunday is one of the busiest days of the week. The services commence with the morning prayer meeting, which is conducted by one of the students. The subjects and readers are chosen by a committee, consisting of teachers and pupils. The attendance is voluntary, but a large part of the school is usually present. Boats and wagons are in waiting at the close of the service to convey the workers to the more distant of the outlying stations for missionary labor. Little companies of student teachers for the Colored Sunday Schools in Hampton and Mill Creek, for the jail and cottage work, start 10th with their Bibles.

At eleven o'clock, the colored students and non-Episcopal Indians meet for Bible study under the care of the Principal, Chaplain and the teachers of the school. At two o'clock, these companies of workers start for the poorhouse, Slabtown and Little England, and the Indians gather for Bible study. At 4 P. M. the whole school meets for worship in its beautiful Memorial Chapel. Strangers from the hotels and neighbors from Hampton, with the school itself, often fill this large edifice to its utmost capacity. The services are largely responsive, thus giving all a chance to take part. The evening is filled with more informal gatherings. The Christian Associations, the girls' circles, and the Sunday-school classes meet to talk and sing and pray. The day closes with a service of song, when the whole school assembles to sing the old "spirituals;" to listen to missionaries from other fields, or to reports from the workers at home.

Through the whole day, the thought which is pressed more than any other both by word and deed, is that of Christian service for others. This thought is carried through the week. The boys who work many of them ten hours a day, in the shops or on the farm and study two hours at night, find time to mend the old tumble down shanty of some poor old colored aunty, or to carry food to some deserving couple whose early days were spent in bondage, but whose old age found not even the provision which slavery was accustomed to make for gray heids. Nor do the girls fall behind the boys in their labor for others. They meet in their circles to cut out garments for the poor, and to prepare Christmas boxes which, with their presents, shall make real to the little children in the log school houses of the county districts of the South or in the Reservation schools of the

West, the story of Christ's love and good will to men.

The teachers of the school are the real pastors, devoting themselves with energy to the moral and religious work. The labor which they bestow upon their students in the class room, is only a part of that which they perform for their education. They work with them in their meetings for prayer; their circles of King's Daughters; in their temperance societies; in mission and Sunday-school work; gathering them in their rooms; taking them out for walks and exercising over them a transforming influence which is the best gift that a school like this has to give. Within the past two years the organization of the girls into circles of ten, and of the boys into companies of the same, has brought teachers and students into closer contact and has been of great help in the Christian work of the school.

Some extracts from the report of the work of the King's Daughters will give an idea of what they are trying to do: "There are nineteen circles among the colored and four among the Indian girls of school. Each circle of ten is under the care of a teacher, and as every girl in the school belongs to a ten; we thus reach each one individually. Our object in working in this way is to promote an earnest Christian spirit of watchfulness, kindliness and helpfulness among the

girls.

The circles have held meetings regularly every week, and many of them twice a week during the year. Before Christmas every one of them was busily at work preparing presents to send away to gladden the hearts of many who have little brightness in their lives. Little England, Buckroe and Back River schools, were helped in this way. Nearly a dozen boxes were sent to different schools in Virginia, and the Indian girls sent away a great many small packages by mail to their far-away western friends. The following names will suggest the thought that has been carried into this work; The Watchful Ten; Hoogladawani Ten,(an Indian word meaning to make glad); The Faithful Workers: In as much "; The "Whatsoever"; The Sunbeam Circle; The Elder Sisters. The last named belongs to the Senior girls. This circle, by an entertainment given at Christmas, raised forty dollars which they sent to Miss Monroe for the support in her orphanage, near Charleston, S. C., of a little girl, for whom the circles had also made an entire outfit of clothing.

Similar companies of twenties have been formed among the boys, under the care of teachers. The report says: "They are ready to do any work that is suggested to them, and the more they have to do the better they like it. One company has bought a pair of shoes for a poor old woman, who was sadly in need of them. Another, a clock, to cheer the weary old people of the poor-house. Another company is building a fence for an almost helpless and very worthy woman, across the creek. Still another company has gone again and again to sing the old songs to the poor old people of the neighborhood. While they are trying to help the poor and needy around them, they are trying to be more watchful and careful in doing right themselves, and to be on the alert to welcome and help the new and often very homesick

students, who are constantly coming.

In training these young people for Christian work, an earnest endeavor is made to give them a thorough knowledge of the English Bible. The work in the Sunday school and day school is so arranged as to take them through the Old and New Testament. In the Junior classes there are twenty minutes each morning for this study. In the Middle and Senior classes more time is given. Regular Normal work is done with those who are engaged in teaching in the Sunday schools in the outlying districts. The subjects in the prayer meetings are taken from the Scripture which the students are studying; the Biblical characters and history thus coming up for discussion.

In addition to the Sunday morning meetings already mentioned, the students gather on Thursday evening for a half hour, in five sections; the Indians in their own meeting, at Winona; the Normal School boys and the Night-school boys and the Night-school girls in separate rooms in Academic Hall, and the Normal School girls in the

Girls' Cottage.

The report of the Prayer Meeting Committee makes mention of the fact that the students who are out for their year of teaching, are very glad to receive the prayer-meeting card on which the subject is printed, with Scripture references and appropriate hymns. Mention is made of one such young man, who, "during the past winter has made a practice of reading the passage of Scripture, singing the hymns and thinking about the subject at the very hour when he knew the prayer meetings were going on at the school." It is quite customary among the graduates and ex-students of the school to remember the time of evening prayer, bowing their heads in prayer. It is customary to make special mention of them at the evening services. In addition to this training for missionary work already mentioned, a large part of the Middle and Senior classes go out as teachers in the colored Sunday schools of Hampton and the outlying neighborhood. There is a regular training class for Sunday school teachers, and they are questioned as to their methods of instruction. In addition to this practice in the teaching of Scripture which they gain from their work in the ten colored Sunday schools in our neighborhood, a number of students are sent out for cottage work, to read and pray with the old The committee on the outside Sunday school and cottage and sick. work reports that 42 students have been sent out on such duty this year, taken largely from the Senior and Middle classes. About 20 are engaged in cabin work, reading the Bible to the old and poor. report closes with these words: "More enthusiasm than ever has been shown by the cabin workers. As a means of awakening noble and generous impulses in our students, this work has almost no equal. In order to give the students an idea of how to do practical work among the poor, sewing schools are kept up among the colored people in the community about. Teachers and students go out to teach them sewing, and to give them an opportunity to make for themselves the garments and articles necessary to render their homes decent and clean. The report of this work made by the ladies who have it in charge states, that there have been about 150 pupils old and young in attendance upon these schools eager to learn and to avail them-elves of the chance to fit up their homes with bedding, and to furnish themselves and their homes with clothing at half price. Help has been received from the North, and the merchants of Hampton have made a reduction in their goods. The report states that 1,500 yards of material have been used; that 260 garments have been made, besides sheets The largest of these sewing schools has been held and other articles. in the Schultz School house, built by the late Jackson S. Schultz, who has, for many years, supported a teacher for work in this needy district.

The committee for the relief of the poor have investigated needy cases, and students have assisted in carrying fuel and mending the houses. Reports are made to the whole school on the methods employed in the relief of the poor, and an endeavor is made to educate them to help the needy without pauperizing them. Toward this work of outside relief, the students have contributed generously besides giving an entertainment which furnished over \$100. \$74.65 was contributed by the students toward the enlarging of the poor house, a like amount having been given by one of the officers of the school. They have also kept up a scholarship in the Tuskegee School, at Tus-

kegee, Ala., and help build a church for Rev. Wm. Schofield, Hamp-

ton's representative in Bassa Co., Liberia, Africa.

The report on the temperance work shows that this important part in the training of Christian workers has not been neglected. regular meetings have been held monthly and well attended. A new feature this year, has been the editing of a monthly paper, read at the meetings, to which contributions were made by the students. contest for the silver medal, given by Mr. Demorest, of New York to the best speaker, added to their interest.

The School of Domestic Economy, at the Whittier, established by Miss Emily Huntington, of New York, has been not only an interesting feature in the work of the year, but will give the students as they go out, an idea of the sort of training that is needed. One of Miss Huntington's trunks, fitted up with napkins and dishes, for instruction in the kitchen garden by the teachers in the public schools. has been used with good effect by one of our graduates. Anything of this sort which shall enlarge the scope of their ministry among their people, is most valuable.

The Charity Hospital which is in process of erection, although not organically connected with the School, will have, it is hoped, an important influence upon the students, as showing what can be done toward the relief of the sick poor, and training colored girls in nurs-

ing, which is much needed.

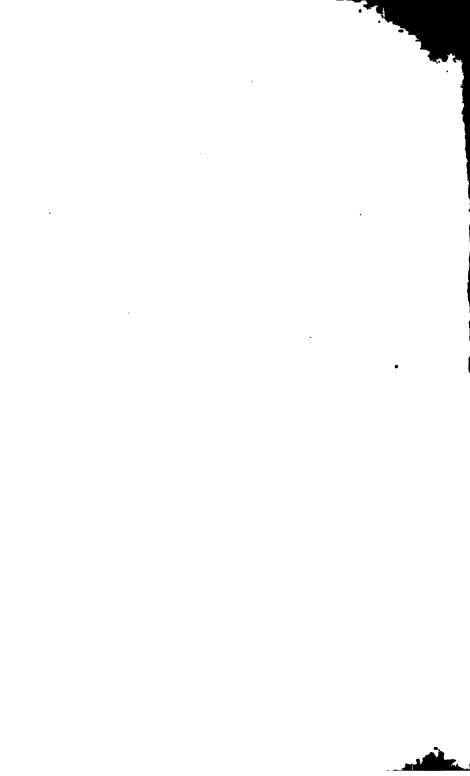
Any one who has been into the sparsely populated districts of the South and seen how the colored people sicken and die, with no physician, and in entire ignorance of the simplest remedies, must feel the

need of training of this sort.

The school for Bible study has given instruction this year to twenty young men preparing for the ministry. They work in the morning, earning their board and clothes, at the same time learning some trade or occupation; take up their Biblical studies in the afternoon, and their English studies in the evening. They are instructed by the white pastors of Hampton and two of the teachers of the school. Some of those who have gone out from this school have done excellent service; teaching, preaching and farming, providing a selfsupporting ministry in the country districts of the South which is much needed. The instruction given is rudimentary, but gives them the essential truths of the Bible and the Christian religion. young men are able and willing to labor with their hands, as did the Apostle Paul. This ability to work brings them into sympathy with their people, at the same time that it makes them independent of them. Some of the self-supporting missionaries that have gone forth from this class, have been able to take a stand against impurity and other sins prevalent among their people, which would have been impossible if they had been dependent upon them for their support. One of the former members of this class has been able to bring together, in lawful marriage, more than fifty couples who had lived together unlaw-Some of them have built churches with their own hands and have shown the people how to farm, doing the most practical sort of missionary work.

It may not seem to belong to the report on Christian work, but the improved saw-mill and workshops promise better training for the workers that go forth from us. Many a boy has remarked after leaving here that he received his first push toward successful work among his people in the saw-mill at Hampton, where he was obliged to come up to time and devote all his thought to the duty before him. The improved opportunities for instruction in agriculture which have been made possible by a special instructor in that department, promise to make our workers more efficient in teaching their people how to gain farms and cultivate them successfully. I belive that there has never been a year of more earnest Christian work at Hampton, by both teachers and students than the last, and I have reason to believe that the same has been true of those who have gone out from us.

H. B. FRISSELL, Chaplain.



# THE HAMPTON

NORMAL AND AGRICULTURAL

INSTITUTE

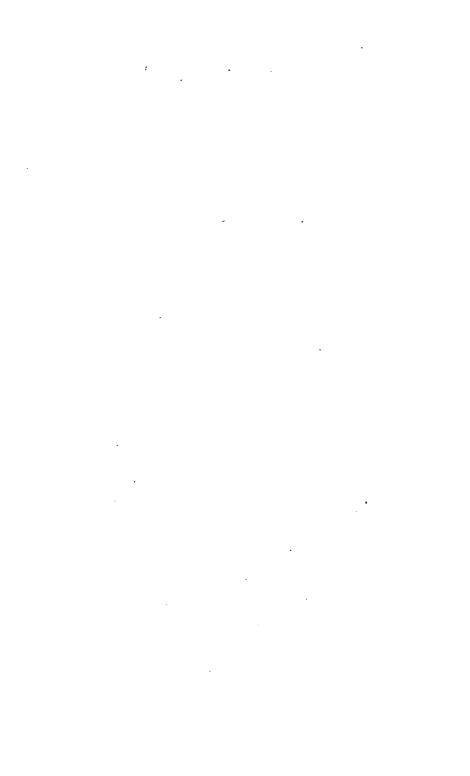
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# PRINCIPAL'S REPORTS

FOR THE

YEAR ENDING JUNE 30TH, 1892

HAMPTON, VA NORMAL SCHOOL STEAM PRESS, PRINT, 1892.



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# INVESTMENT COMMITTEE.

Who control and invest all funds contributed for Permanent Endowment.

ELBERT B. MONROE Tarrytown, N. Y., Chairman.

President of the Board.

GEO. FOSTER PEABODY, New York, Of Spencer Trask & Co., Bankers.

CHAS. L. MEAD, New York, Of Stanley Rule & Level Co..

C. P. HUNTINGTON, New York,

\* Deceased.

The Trustees of the Hampton Normal and Agriculural Institute, with the State Board of Curators, held their Twenty-third Annual Meeting at Hampton, Va., May 18, 1892, for the transaction of the business of the Institute.

The Reports of the Principal. Treasurer, and heads of Departments were presented and referred to Committees for report, and then returned, acted upon, ordered to be completed up to June 30th (the end of the fiscal year), and are published herewith, under the direction of the Executive Committee.

The Trustees present were:

Messers. R. C. Ogden, of Philadelphia. Pa.
A. McKenzie, of Cambridge, Mass.
W. N. Vickar, of Philadelphia Pa.
Thomas Tabb, of Hampton, Va.
R. W. Hughes, Norfolk, Va.
Amzi Dodd, of Bloomfield, N. J.
C. L. Mead, of New York City.
Geo. Foster Peabody, of New York City.
S. C. Armstrong, of Hampton, Va.

The State Curators were represented by the Rev. William Thornton. The Annual Meeting of the Curators was held May 28, at which the full board was present.

The Trustees directed that the following statements should be published in connection with the Annual Report of the Principal:

"The Board of Trustees has read with deep appreciation the personal allusions to himself which General Armstrong makes in his report; wherein he refers to the limitations to his personal service imposed by the présent condition of his health, and puts the question concerning his continuance at the head of the Hampton Institute definitely before the Board.

The Board feels that it is due to itself, as representing the great constituency by which the Hampton School has been sustained for many years, to directly meet these suggestions, in the only manner which, under the circumstances, is impossible: namely,

First, With our grateful thanksgiving that General Armstrong is so far recovered as to resume in part his duties as executive head of the School and to plan for its progress and direct its energies as indicated in his exceedingly able report is associated the hope and prayer for his continued improvement until his physical strength is fully restored.

Second, The unanimous decision of the Board is that the suggestion of General Armstrong's resignation or any modification of his relation to the Hampton Institute, cannot be considered.

Third, The Board believes that the foregoing reply to General Armstrong's suggestions reflects the universal wish of the supporters of the School. The manly delicacy that inspired them is fully appreciated. But to seriously entertain them when General Armstrong is only partially, and it is to be hoped but temporarily, disabled, would be unjust to himself and far more so to the great philanthropic work for which he has labored so earnestly and so long and has sacrificed so much, and to which he is so valuable."

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denominations, but no one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to this corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on the use of the State money.

They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one. This meets the cost of their board and clothing.

From ten to twenty Indians, besides, are taken at the expense of individuals.

The standard attendance is six hundred and fifty, chiefly from Virginia and the neighboring States, but representing 22 States and Territories. Of these, 132 are Indians.

In the Preparatory department, ("John G. Whittier" S chool,) there are two hundred and fifty children from the neighborhood.

There are 80 officers, teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of Hampton's 795 graduates and many of its under-graduates are or have been teachers in free schools of Virginia and other States. It is estimated that 40,000 children were the past year under their instruction.

The great majority of the teachers and preachers of the Negro race are "well meaning, but ignorant."

The 20,000 public free schools of the South are to-day not half supplied with competent teachres who are needed not only to teach from books, but, as examples of industry, thrift and Christian living. The right school teacher is usually as active in Sunday school and temperance work, as in the class room. Hampton's work is to supply these, especially in the remote and benighted country regions, where ignorance, superstition and low ideas of labor and morality prevail.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of at least sixty thousand doilars must be raised annually to meet current expenses, chiefly salaries of officers and teachers, and the cost of maintaining our five hundred Negro student boarders. The payments of these students are almost wholly in labor, much of it being non-productive but exceedingly valuable as a training, consequently is a serious tax on our resources.

An Endowment Fund of at least a million dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.

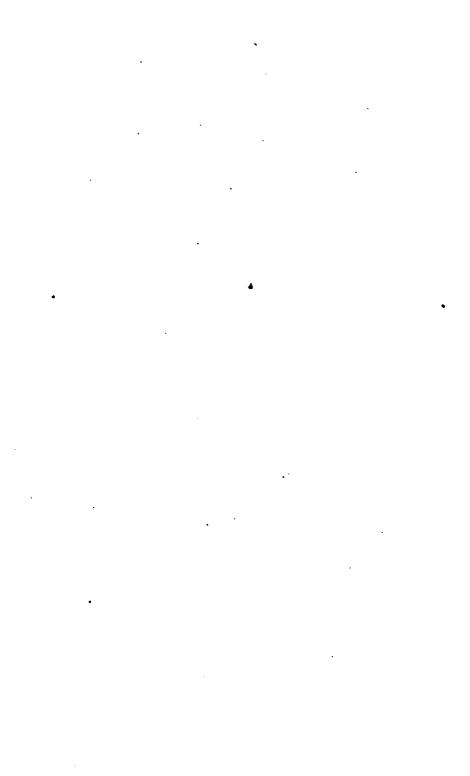
S. C. Armstrong,

Secretary of the Board of Trustees.

Hampton, Virginia, June 30th, 1892,

# FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va, the sum of .......... dollars, payable, &c., &c.



# PRINCIPAL'S REPORT.

To the Trustees of the Hampton Normal and Agricultural Institute:

GENTLEMEN:—I am compelled by bodily infirmity, to make for the current year a partial report on incomplete work on my own part.

For the first time since the school opened in 1868, I have been unable to regularly meet and talk to students and to instruct the Senior Class through the winter months. This failure has been my greatest disappointment and trial, for daily touch with pupils, either at the hour of evening service or in the class room, has been my constant inspiration and comfort. Whatever good may have come to them from this personal relation, I have got out of it more than they have. Whatever one may do for the cause of truth and humanity, he receives more than tenfold in return. Pupils of both races have, from the first, been apparently interested and receptive, and have seemed to respond most satisfactorily to all that has been done for them by way of teaching or by way of opportunity for self-help.

I cannot speak too heartily and gratefully of the devoted and successful efforts of Rev. H. B. Frissell, Vice-Principal, on whom has fallen during the current year, through my disability, a great burden of work and care.

All, both teachers and pupils, have realized fully the need and duty of the hour, and have labored, each one in his line of duty, in a way to make me feel justified in claiming that the work of the current

school year, in shop, in class room and in every respect, has been as good as that of any in the School's history. Our work for head, heart and hand has gone on without any serious hindrance. I have keenly felt my inability to have any share in it, and can but hope that the merciful Providence which has vouchsafed some return of strength will soon restore it all, and grant me years of work in teaching the earnest class of Negro and Indian youth who come here to make men and women of themselves, and who have in the past twenty-three years given an excellent account of themselves as workers for God and country in the South and West. I trust that the published "Record of Hampton's Twenty-Two Years of Work" soon to appear, will be considered and received as a satisfactory account and result of the great expenditure of effort and money at this place since the small beginnings in 1868.

I ask your careful attention to the Reports of Industrial and other teachers and officers of the School herewith published or presented in manuscript form; each one has had an unusual care the past year and has worked with marked fidelity and success.

There has been constant effort to weed out poor student material to put in better; to avoid waste, to "stop leaks," and improve the work done. Only by the most careful economy can this large and expensive system be justified and maintained.

The means of paying running expenses being secured chiefly from contributions, it became necessary last fall to make special efforts to collect funds to provide for current needs. In the course of an active campaign, I became disabled and seem to have been thrown out of active service for at least a year. Friends in Boston, Mass., and elsewhere, rallied nobly in the crisis, made a handsome addition to the Endowment Fund, and did much for current ex-

How the School will get through the compenses. ing fiscal year I hardly see. I have faith that no material injury will come to this work so long as it shall be conducted properly. My own services can not, probably, hereafter be what they have been in previous years and I do not wish to be in the least in the way of the School's well being. It is for you, gentlemen of the Board of Trustees, to decide whether I had better longer remain at the head of the Hampton Institute. I am ready to resign and retire whenever it is best for the School and its work that I should do so. The change must come before very long and the School is more ready for it than you think. For years I have been preparing for it. Perhaps some radical change of policy, or a new set of administrative ideas, is needed. The public may be getting tired of making large annual contributions to carry on this work. The needed endowment comes slowly. I am in your hands for any change that may seem to you best. I have hoped to see this School on a solid foundation, but hardly expect to; yet have firm faith that the endowment will come in due time. A most kindly, favorable public sentiment seems to exist, which is a good basis of hope for continued public appropriations for our Indian work and for regular contributions to maintain our efforts for the Negro and Indian. Their co-education has, since 1878, been without a serious difficulty between them, and of marked benefit to pupils of both races, who learn, by association, lessons that can be learned in no other way; which teach equally to all that true success in life must come through self-help, that character is the objective point of progress and that the color of the skin is not a true test of human worth.

There is no marked growth in numbers to report this year. The School is large enough: 650 students, boarders, averaging eighteen years of age, of whom 130 are Indians, the rest Negroes, is our standard number for the winter months. Nearly 700 pour in, in October, but are soon reduced to the number that we can well care for, (See Miss Hyde's report). As usual, hundreds more than we can admit have applied for admission. Every year many score, chiefly girls, are rejected for want of room. Specially desirable applicants are seldom or ever turned away. The best student material is scarce; I wish there were a way to make selection of the choicest youths of both races. To get the best and give them every chance, is the right idea.

The majority of those now in the School, and of all who apply, were influenced to seek admission by our graduates and other former pupils. It is a problem how to select the best material for our work from the great mass of Negro humanity within two hundred miles of Hampton. While many have risen and are rising above the old level, there is in this wide region -as generally throughout the South-a great substratum whose condition is pitiable, mentally, morally and in many ways physically; held in a sort of bondage by the prevalent ignorance, superstition and poverty. Thrift and intelligent ideas of labor do not sufficiently abound, good inspiring examples of first-rate industry and management are too scarce, to raise them as a mass. While the Negro is the natural farmer of the South, he knows little of the best methods of agriculture. Most seem to take no active interest in improved methods of farming, read no paper on the subject, and have no means of learning about it.

While much ignorance and superstition exist very near the School, it is not too much to claim, on the other hand, that the improved methods of farming, better stock and new machinery, introduced by the School during the past twenty years, and its mental and moral influence, have materially modified the habits and lives of many of the colored people of this

vicinity, and been an important factor in the prosperity and progress noticeable among them.

Our graduates are the natural centers of practical ideas and improved living among their people. 1 wish that we had the funds to keep a few picked graduates constantly traveling among their people in the country regions and smaller towns of Virginia and the Carolinas; visiting, talking with and lecturing to the colored people—really the work of "University extension"—showing them the advantages of better methods of farming and of a rotation and variety in crops, and the best way to recuperate worn out lands. Three or four such workers, at a cost of not over \$800 apiece a year for salary and cost of travel, would make a most effective Christian philanthropic ministry; would leaven a large lump of poor humanity with practical ideas and help them to better things; by work in the cause of temperance and the Sunday school, and by wise exhortation and distribution of good reading matter, besides by their own example of worthy living.

It may not seem fitting that I should now urge fresh work that would involve new expense, but we must push things as much as ever, for the evil conditions that we are trying to improve, if neglected grow worse from year to year instead of better. Bad social conditions are bettered only by a wise and ever aggressive effort which aims at the improvement of individuals. The hopeful response of the Negro, since emancipation, to all good opportunities offered him, justifies, and encourages the most thorough, earnest and generous efforts that can be made for him. A rich harvest awaits good seed sowing in the wide field of Southern ignorance, poverty and superstition.

This school should and could be, even more than it is, a far reaching light and influence in this part of the country. Its graduate teachers, whose school houses dot thickly this and the neighboring states,

should be supplemented by a traveling ministry of practical education that would stimulate those in the field and would co-ordinate work that now lacks system and concentration. An institution like this doubles its power for good when it can reach the field workers with wise and helpful influence. "Alumni Journal," a little self supporting monthly paper published here, keeps them in touch with each other and the School, as do also the "Bureau of Correspondence with Graduates" in charge of Miss A. E. Cleaveland, and the "Bureau of Distribution of Reading Matter to Graduates" in charge of Miss A. L. Bellows, and the yearly visits of the Principal and Vice-Principal to different portions of the School's wide field in the South and West. Some unification of all these lines of effort would strengthen each.

Reflection upon and discussion of the relations of this institution to its field of work in the South and West, with consideration of the need, above stated, of an efficient ministry of thrift and decent Christian living, for the masses of poor ignorant colored people within two hundred miles of Hampton easily accessible by railroad and water communication, leads me to commend to and urge upon the Trustees, the establishment of a Missionary Department in connection with this School, at the head of which should be a well chosen man.

Missionary work is an important feature in our training. Students do much personal work visiting the poor in this neighborhood, especially on Sundays, and are taught their duty to their neighbor. Our graduates are a little army of Sunday-school workers; as a rule, leaders in the cause of temperance, and, by example, apostles of good farming and decent home living. All this work needs a head, a centre of inspiration and direction; one who should watch over, visit, advise, direct and improve it as to methods of work; engaging, as far as possible, the

co-operation of friendly white neighbors. There are societies and individuals all over the country who, if informed, would gladly supply reading matter and in other ways help this work so decidedly in the line of Christian Endeavor.

Our class for Bible Study would be a part of the Missionary Department. In it are placed selected men, trained to do practical Christian work, each one to be a farmer or mechanic, and teacher of the public free schools where he lives. The redemption from low living, of large Negro communities in our vicinity, is a fitting objective point, and the expense of the proposed Missionary Department—say \$5,000 a year-would, I think, justify an appeal for a hundred thousand dollars to endow it. I believe that the good people of the country, while opposed to sectarian teaching, would support a rightly, wisely conducted Missionary Department of this School, whose object would be to lift up the masses around us by sensible, practical teaching of how to work and how to live; in a word, the essentials of good citizenship. hope of all the races for whom missionary work is being done in the world is chiefly through a ministry raised from among the people themselves. When this ministry is self supporting, as it can be in the South through the public free school system, the field is exceptionally and wonderfully hopeful and inviting, especially as the cordial, helpful interest of the best class of Southern whites is assured for all intelligent and wise efforts to lift up the Negro race.

The need has long been felt of a Financial Secretary, to help work up interest and secure such contribution as he can in the North, in order to keep up the work of the School and lead to some increase of the Endowment Fund.

No man can do this to advantage unless he is identified with the School as a resident worker, an active part of the cause which he presents. We have

also long felt the need of an assistant to the Chaplain, who is compelled to be absent, holding meetings, etc., a part of every year. With the help of the right man for Financial Secretary and Associate Chaplain combined, there would be, with Mr. Frissell and myself, three men who, in the moral, religious and administrative departments of the School, together with the work of raising funds for current expenses, would have their hands full. Part of the duties of management is to keep in touch with graduates, to visit from time to time the wide field of work in the South and West, and study the condition and needs of the people. The natural objection to this plan is that it means the expenditure of more money in salaries and expenses, for which our annual outlay is now large. The "dear public" to which we look might object to this course; but it is a reasoning and reasonable public, understanding that the harvest will be in direct proportion to the seed sown and to the cultivation. All know that work must be done to secure funds. It is the hardest, most exhausting kind of work, in doing which the few who are qualified find their strength barely sufficient.

I recommend to you, therefore, the employment of a competent officer for this important two-fold work. And I have the right man in mind, who is ready, I think, to undertake it: who, as Associate Pastor, would co-operate with Rev. H. B. Frissell, our Chaplain, and who would be to myself an invaluable aid in pushing the interests of this School in the North.

The School's Endowment Fund bearing interest, now amounts to over \$300,000.00. All investments and interest received are clearly stated in the Treasurer's Annual Report. The Fayerweather bequest of \$100,000.00 was a God-send. The income of half a million dollars would greatly relieve our financial pressure and release myself and others from labors

away from the School which we would gladly exchange for work on the ground, with and for the students. An endowment of a million or more would yield no more than enough to properly carry on this work.

It is greatly to be desired that, by the end of the next school year, when the Hampton Institute, which opened April 1868, will have completed its twenty-fifth year, it will be upon or nearly upon a solid foundation, and that less vital force and valuable time will be required to canvass the country for contributions. In the immediate future, I see difficulties and needs that can be met only by strenuous effort.

The total of students' earnings in the labor department for the first three quarters of the current fiscal Last year for the same period it year, is \$44,203,30. was \$42,714 58. The spirit of self-help is as strong as ever in the Negro. Industrial education has come to stay. Progress through Christian education, temperance, hard work and thrift, is ever our watchword. We have no theory of the capacity of the Negro. He can learn as other men do, and what other men can; and is found in the advance line of the learned professions, competing with the "superior race" for the ownership of land, and for the prizes that rewarp success in all kinds of enterprise. "Give the Negro a fair chance, is the idea that came to the front as a result of our civil war. His great eagerness to own a home of his own and to acquire knowledge, together with a certain discipline from his past, and a very imperfect drill in labor for which he feels little respect, are the leading and hopeful facts in his condition. A study of the "night school" or evening classes of this institution, as to daily routine of labor and lessons, would, I doubt not, satisfy the most skeptical that there is, in the ex-slave, an excellent basis for hope and effort. The skeptics do not seem disposed to look closely into the facts and results of Negro education as experience in this and other schools has brought them out. Hence the hopeless tone of recent periodical and other literature that has appeared, upon the Negro question. Pessimism has nothing to say to the remarkably wise and hopeful action and influence of the recent Negro Conference at Tuskegee, Alabama, which brought out, as had not been done before, a modest, sensible, very intelligent, and not cheerless view of the situation in the Black Belt. Wisely directed, the better impulses of the colored people will lead them to better things.

The old bugbear of an over-whelming Negro population has disappeared, and the old prophecy of his final extinction has come out again. There is nothing to do, however, but to make the best of the situation as it is. All agree that the Afro-Americans are *improvable*, and the drift of educational experience and effort, after thirty years' steady work, which began on this spot in 1862, is towards industrial training. The Hampton Institute, by its plan, plant, and work for nearly twenty-five years, is committed to the idea of education by self-help.

I ask your attention, gentlemen of the Board of Trustees, to the reports of the heads of the departments, published below, and your action on those that make the poorest showing—shall they be continued? It is clear, that, while instruction and production must be carried on together, the latter cannot be kept up at too much loss. There has been a decided gain this year over last, in the matter of losses. Important changes have been made in the agricultural and mechanical departments that have suffered the most. Our industrial outlook is hopeful. The men in charge of labor departments are competent and zealous. I cannot but refer here, with grateful thanks and appreciation, to the liberal, helpful course of the Trustees of the Slater Fund, who, through Dr. J. L. M. Curry, have encouraged us to hope for increased aid from the remarkable gift of the late John F. Slater.

The centre of industrial interest here is the "Huntington Industrial Works," whose activity, when the due supply of logs can be kept up, means success in the cause of practical education and a most encouraging prosperity. There is a good market for its daily product of 25,000 feet of lumber, and a great advantage and economy in the use of saw-dust, slabs and shavings for fuel, which saves coal at the rate of nearly ten tons a day. The labor question in firing the boilers at the "Works" is a very serious one and equally so is the matter of good adequate boilers: the boiler system is not what it should be. See Mr. Vaiden's report.

Farming, as the chief occupation of our Negro and Indian populations, should have the first attention in this School. Next year's teaching will, I think, make more of agricultural instruction than has ever been made here before.

Intelligent farming, thrift and right ideas about labor will go far towards making homes for the black and red races of our country, who need only good instruction to become excellent, self-supporting citizens. Machinery is fast replacing hand tools in Southern farming. The more improved machinery we can introduce and work to advantage, the better. Hand tools have had their day. Please note improved machinery in blacksmith shop.

The Agricultural and Mechanical departments of this Institution should have an Endowment Fund of not less than Five Hundred Thousand Dollars, considering that they give employment, self-support and industrial education to over 600 boarding students from over twenty states. There is, I think, no Endowed School for the Negro or Indian in this country.

Not having been able, as I had hoped, to visit, during the past year, portions of the South and West to

get fresh impressions of the conditions of things there, I cannot make the discussion of the Negro and Indian problems usual in my Annual Reports. It is, however, evident that the burden of educating the Negro has been assumed by the people of the South, where education of the colored people in the common schools has made some notable progress during the past year. The unfortunate legislation feared by many through the failure of the Blair Bill to become a law—it was expected that some Southern Legislatures would devote to the Negroes' education only the taxes paid by themseves—has not been enacted. The outlook, as to education and progress generally, is better than ever before.

Government continues its usual appropriation for the education of Indians at this Institution. There was some anxiety lest Congress should cut off or reduce the amount. We feel confident that a clear understanding by Members of Congress, of the School's work for Indians, and of its results, would lead to favorable action on their part. Never were the results of Indian education in Eastern schools so fully presented and discussed as during the current session of Congress. I think it safe to say that public confidence the capacity of the Indian for fine manhood and for useful citizenship, through education, was never so general and strong as it is now. Ridicule of the ability of the returned Indian students to do good among their people, has nearly ceased. Our work for the Sioux of Dakota, since 1878, especially for those of Standing Rock Agency, has had most satisfactory results. The death rate and sick rate of Indians at this school have marvelously decreased of late years. Indians at their own homes, with an education, act very much as whites do in like circumstances. They usually make the best of things; while more or less influenced by their surroundings; often greatly improving them.

"DIXIE HOSPITAL AND TRAINING SCHOOL FOR NURSES."

I commend to your attention, Miss Alice M. Bacon's Report on the "Dixie Hospital," for which your Executive Committee has provided good and ample grounds, for fifteen years, at a nominal rent.

The School is not at all responsible for the construction and running expenses of this Hospital. fees from nursing will ere long meet the annual cost. It has a large and hopeful field in the neighboring community and National Soldiers' Home. Colored girls make excellent nurses. The care of the sick is an occupation for which they are remarkably adapted, in which they can get an excellent and honorable support; their success, so far, has been all that could be wished. It is well that there is a place on the grounds of this institution where the unfortunate stranger can be cared for when prostrated by illness or injury; one which supplies, without charge to needy poor people regardless of color, competent nurses. Miss Bacon has assumed a great care and burden in pushing the Dixie Hospital—lately incorporated by Act of the General Assembly of Virginia. Her work has the confidence and moral support of all who know it, and the active co-operation of the local physicians. hopes for a wide-spread interest that will secure a complete and sufficient plant and outfit for the "Dixie". It is fitting that the women of the Negro race should find a career in ministering to the needs of their own people and to those of the dominant race. which is glad to secure their services when skilled and competent. Unwholesome living and neglect through ignorance are hastening large numbers of our Negro adults into untimely graves and ending prematurely the lives of countless infants of our colored population. Who, so well as the women of that race should enter this ministry of helpfulness, of prevention as well as cure?

#### OF GRADUATES.

The long promised book entitled "Twenty-Two Years' Work of Hampton Institute" is now nearly through the School Press, and during the summer a thousand copies will doubtless be made ready for distribution. Its nearly one thousand brief biographies of our Negro and Indian graduates and returned stubents, with illustrative maps, will give a clear idea of what Hampton Institute has done and is doing for the country. The price of one dollar per copy will barely cover the cost of printing and publication. No one, I am sure, will begrudge paying that price to help bring out the vital facts of the education of the Black and Red races of our country.

## A QUARTER-CENTURY OF WORK.

The coming session of 1892-3 will complete the Twenty-fifth Year of the Hampton Institute. The next anniversary will be an occasion of peculiar interest. Little did I dream, on arriving here in March, 1866, or at the opening of the School in April, 1868, that such a plant would spring up on these grounds. All the results that appear are due to the wonderful blessing and help of Almighty God, who, I hope and believe, will ever be praised and looked to at this School as the Author of all good, who never fails to care for His people and to help those who trust in Him.

#### IN GENERAL.

I wish to impress upon the Trustees of this institution, the wisdom and need of making the most of its resources, by way of inducing, if possible, the National Government to purchase the forty-three acres of land now under lease to the National Soldiers' Home (Southern Branch) for the term of twenty years, of which nine years have expired. Although the authorities of the "Home" have expended large sums upon it, in erecting extensive hospitals and in filling in a marshy part of the tract, the land is of

high value as a water-front, considering only the boundary line according to our original purchase, and would bring in the market, at present prices, not less than \$2,000.00 per acre. The avails of the purchase would make a good addition to our Endowment Fund. I think the authorities of the "Home" would be glad to co-operate with the Trustees of this School in an effort to induce Congress to make the necessary appropriation. Already five acres of our land on the county road have been purchased by government for a National Cemetery, at the rate of \$1,500.00 per acre. Land on the sea shore is much more valuable.

Our relations with the State continue to be satisfactory.

Our graduates and other ex-student-teachers continue to report good treatment and kind appreciation from the School Superintendents and officers of education generally in the various counties of Virginia.

I think it desirable that the Trustees should appoint a Committee to see to the proper representation of the School at the World's Fair Exhibit at Chicago next year. The Commissioner of Indian Affairs has already called on the School to send an exhibit of our methods of work for Indians, he having agreed to provide room for thirty students (fifteen of each sex) with if necessary five or six teachers, for three weeks, which will entail considerable cost. The School as a whole should be represented in the Educational Department.

The health conditions of the Institution would be greatly improved by making a sea-wall from the new wharf where lumber is piled to the shore immediately in front of the Mansion House. To make this of "sheet-piling,"—suitably secured and filled in at the rear with sea mnd and sand by a dredging machine, and covered with soil—would probably not cost over \$4,000. This measure has just been recom-

mended by a board of competent physicians, after personal examination. The entire water front of the School on Hampton River needs similar treatment-See Report of Dr. Waldron, Resident Physician.

On the morning of May 5th, a dangerous fire broke out in the top of the saw-mill tower of the Huntington Industrial Works. It was easily extinguished by the prompt action and splendid conduct of the Normal School Fire Department aided by the Steam-fire engines of the National Soldiers' Home and of the town of Hampton, The veteran soldiers from the Home, without waiting for their horses, seized the ropes and dragged their fire engine to the post of danger and did invaluable service. Public thanks, have already been expressed. Whatever may be said of Southern prejudice, there is, in the South, the noblest readiness to respond to any distress or human need, regardless of danger.

I present with this the usual special reports from departments, enumerated below.

I remain, gentlemen,

Very respectfully, your obedient servant,

S. C. ARMSTRONG.
Principal.

Hampton, Va., May 18, 1892.

# Reports of Departments.

[ All department reports will be brought up to time, as usual, on the completion of the School's fiscal year, on June 30th. Those in manuscript are no less important than the rest; their substance appears in Miss Van Rensselaer's "Review of Industries."]

The following are the reports now printed:

Girls' Department, (colored)—Miss G. Clark, Lady-Principal.

Normal School and "Whittier" (preparatory) School.—Miss Elizabeth Hyde, head teacher.

Indian School.—Miss Josephine E. Richards, in charge. Night School.—Miss Susan Showers, in charge.

Review of Academic Work,—Miss Dora Freeman, teacher.

Review of Industries and Industrial Education. Miss S. de L. Van Rensselaer.

The Social Life of Students.—Miss E. Johnston, teacher.

Record of Graduates and Distribution of Reading Matier to Graduates.—Miss A. E. Cleaveland and Miss A. L.

Bellows, correspondents.

Record of Returned Indian Students.—Miss Cora M. Folsom, correspondent.

Report on Library.-Miss L. E. Herron, librarian.

Health Report.-M. M. Waldron, M. D., resident physician.

Report on Discipline and Military Drill.—Capt. R. R. Moton, disciplinarian.

Report on Religious and Missionary Work.—Rev. fl. B. Frissell, Chaplain and Vice-Principal.

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The following reports from departments are presented in manuscript:

- 1. Report of Business Agent.-Mr. F. C. Briggs.
- 2. Industries under general direction of Lady Principal.

Students' Boarding Department.—Colored girls' housework and students' and teachers' laundries, employing 137 girls. Report by Mrs. H. H. Titlow, Miss Clara Woodward and Miss Mabel Woodward.

Teachers' Home Department, (80 boarders) employing students as waiters, pantry boys, cooks and helpers (all boys), Report by Mrs. E. R. Gore, housekeeper.

Cooking Classes and Girls' Holly-tree Inn, twenty-four colored and fourteen Indian girls, taking lessons, by Miss Julia Williamson, instructor.

3. Other Industries for Girls chiefly.

Girls' Industrial Department of Sewing, tailoring, shirt and dress making, clothes mending and manufacture of under wear, employing twenty girls, four boys, regular hands, Report by Miss M. F. Galpin in charge, assisted by Mrs. E. T. Mitchell.

"Winona Lodge" (Indian girls' building), housework and laundry employing thirty-seven Indian girls under the direction of Principal of Indian School. Report by Mrs-Lucy A. Seymour, Miss Helen Townsend and Miss Georgie Washington, in charge.

Department of Special Diet, under direction of resident physician. Reported by Miss H. E. Judson, in charge.

Whittier School Cooking Classes, twelve colored girls taking lessons. Report by Miss Harriet Howe, in charge.

Boys' Holly Tree Inn, open only to students, employing two students and one ex-student (colored boys). Report by Mr. F. C. Briggs.

4. Boys Industries under special or general direction of Mr. Albert Howe, Superintendent of Industries. Negroes and Indians are more or less mixed in the following named departments:

Home Farm, 125 acres and Hemenway Farm, 550 acres, four and a half miles distant, (with "Shellbanks Industrial Home" in charge of Miss Clapp). Farm Shops, (wheelwright and blacksmith), twenty-four boys on farms as regular all day hands; eighteen in shops. Reported by Mr. Albert Howe, manager.

The Greenhouse.—Reported by Mr. J. W. Hatch, in charge.

Huntington Industrial IVorks, saw-mill, planing and wood working shops, employing sixty-four boys. Report by Mr. J. G. Brinson, Superintendent.

Huntington Works Annex.

Technical Department, Carpentry, fifteen Indians and two colored boys. Report by Mr. F. L. Small, in charge.

Primary Instruction in use of Carpenter Tools, twenty colored and twenty-five Indian girls, and a class of twelve colored boys from Whittier School. Report by Miss Katherine E. Parke, in charge.

Blacksmithing, five Indian and seven colored boys. Report by Mr. E. O. Goodridge, in charge.

Carpenter Repair Shops, sixteen boys, (eight colored, eight Indian), reported by Mr. John Sugden, in charge.

Paint Shop, seventeen boys. By Mr. J. F. LaCrosse, in charge.

Harness Shop, nine boys, by Mr. Wm. Gaddis, in charge.

Shoe Shop, thirteen boys, by Mr. John E. Smith in charge.

Tin Shop, two boys, by Mr. E. E. Woodward, in charge. Knitting Shop, eleven boys, by Mr. Edward Jones, in charge.

Printing Office, nine colored, six Indian boys, five graduates or ex-students, by Mr. C. W. Betts, manager.

Machine Shop, iron work of all kinds, wheelbarrows and trucks a specialty, fourteen boys employed. Report by Mr. E. O. Goodridge, in charge.

Steam, Gas and Water Works, nine students, one exstudent. Report by Mr. G. Vaiden, in charge.

## Colored Girls Department.

The colored girls under my care this year have numbered 222, of whom 150 belong to the Nermal and 72 to the Night School, an increase of 17 over last year. All these girls are boarders and are accommodated in two buildings—the Cottage, which should hold no more than 56 besides the corridor teachers, and Virginia Hall which comfortably accommodates about 125. But all the rooms were stretched to their utmost capacity when the School opened last fall, for they came in such numbers that it was difficult to know where to put them all, At the present date, however, 34 have dropped out for various reasons—4 on account of sickness, 11 of their own accord, 10 for poor scholarship and 9 as unsatisfactory, thus thinning out the ranks somewhat, and making it rather more comfortable for those who remain.

Of the new students that entered the Night School, a most satisfactory report has come in right through the year as they are proving themselves both earnest and capable workers. It may be due to the fact that last year it was decided to raise the age to 16 years for entrance to this class, and the careful "weeding out" of those who show themselves not thoroughly in earnest in both work and studies has a most wholesome effect. They are employed, with a few exceptions, in the Laundry and Sewing room, and attend school for two hours in the evening. They room, in many cases, with the old students, and very soon learn the regulations and conform to the rules of the Institute.

The housework gives employment to those girls who are in the Normal School, and they also have one day each week to work in the Laundry and Sewing room. This work enables them to pay about half of their boarding expense, the remainder being paid in cash or deducted from the balance to their credit if they have come up from the Night School. There are so many requests for our girls to go North

to work during the summer, that we are thus enabled to assist them to good places where they can earn something towards another year's schooling. While we do not pretend to train them as servants, many of them pick up quickly and willingly the necessary instruction from those by whom they are employed, and bring back to the School such good records that, in several cases, the same persons desire to have them a following season. Three of them, last summer, made such a good record in one place in New Jersey, that the gentleman has sent down this year for fifteen of our boys to take places that have always previously been filled

with Northern help.

Owing to the prevailing sickness, of which Hampton has had its share, the year has been a trying one, not only among the students, but among the teachers. department there has been a very small portion of the year when the ladies have all been able to be at their posts of duty at the same time, and much of my time has been occupied in doing matron's work. For that reason, and that there are so many things to learn in a new department of work, Miss Mackie's valuable suggestions of a year ago in regard to the laundry work have not as yet been acted upon. But the more I look into the matter the more I see the need for teaching the girls during the year every branch of the work rather than allowing them to stay at one kind, as has been done, for the sake of accomplishing the regular work that the laundry is required to do in the week. Of course that has to be done, but with some management, regular practical instruction in each branch might be given also. Constant supervision has been given to both the washing. which is carried on down stairs, and the ironing which is carried on up stairs. The work of individual girls has been inspected and the results, in general, are satisfactory, and there have been fewer complaints than ever about lost cloth-Those, in the majority of cases, have been because the garments were not properly marked.

The girls "Holly Tree Inn" has been removed from the rear of the Principal's house to one of the cottages on the "reservation." The Cooking Classes are held in the same cottage and are, I believe, doing good practical work. It is not possible to make cooks of them in the short time that they are able to give to these lessons in connection with their other studies, but for those of our girls who are likely to "drop", it ought, more and more, It hink, to become such a branch of education that they, at least, may become good

domestics if they so desire,

During the year there have been few cases of discipline among the girls, and I wish to commend most highly their spirit of obedience and loyalty. Their home life has been both happy and contented.

Before closing I want to express the grateful appreciation of those who have received aid from the generous do-

nations of barrels and boxes sent by the Hampton Club of Springfield, Mass, the Hampton Club of East Orange, N. J., The Freedmen's Aid Sewing Circle of Newton, Mass., the Indian Presbyterian Society of Christian Endeavor, a church of Rondout, N. J., and also one from Dedham, Mass. Many students are thus very materially aided in their efforts to "make both ends meet" while their time is devoted to studying, and we still feel assured of the sympathy and help from our friends in the North.

ELIZABETH CLARK, Lady Principal.

# Report of Academic Work,

We began our 24th Academic year Oct. 1st, 1891. The enrolment for the year is as follows:

GIRLS.	DO13.	
Senior Class,	18 Senior Class,	23
Middle "	51 Middle "	56
Junior "	79 Junior "	63
Intermediate,	ii Intermediate.	18
Night School,	74 Night School,	213
Indian School.	24 Indian School.	56

Whittier Day School, children, 300. Total number of Boarders, 687. Total number of Pupils, 987.

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Indian girls in the Normal School, 14.

Indian boys in the Normal School 34. These are included in the above grand total.

The day scholar element is gradually disappearing from the school.

We now admit no students from Hampton and vicinity, who do not come as boarders. Instead of keeping out the pupils from the neighborhood, by making this rule, we have in school a larger number than ever. One encouraging sign is the fact that their people are beginning to feel that their children must board in the School in order to receive the full benefit of the School.

It means a good deal of self denial on the part of parents when they are willing to stand the expense of boarding their children in the Institution.

Our day scholar problem has long been an unsatisfactory one and we are glad it has settled itself in such a satisfac-

tory manner.

One important step has been taken this year in changing the age of admission to the Normal School from 14 to 16 years of age. We have felt for some time that our School was not the place for small boys and girls. They need more care than can be given in an institution of this kind. Still another reason for not admitting pupils under

16, is the rule requiring all those who have passed through the Middle Class successfully, to go out and teach for a year before returning to graduate. Sixteen years is too young an age at which to turn out teachers. They must wait until they are eighteen before they can lawfully take a school. Should they succeed in obtaining a school while under age, they return to us too young to reap the full benefit of the Senioryear, which requires a more mature and thoughtful mind than is usually possessed by our younger pupils.

There has been but little change in our course of study this year. Each Senior has spent a month at the Whittier observing and teaching. Better work has been done in that

direction than ever before by any Senior Class.

We feel that our students must have all the chance possible to observe the best methods of instruction and to be-

come skilled in handling children.

Drawing and singing have been taught on a more extended scale than that of last year and the results have been very grati-ying. The Middle girls have had their lessons in carpentering and cooking, the Junior girls have had the usual course in gymnastics.

We were fortunate this year in not having much change

in the corps of Academic teachers.

Our policy for next year is to unify the different schools more and more, to have the teachers engaged to teach, not in the Normal School or in the Night School, but in whatever schools their services are most needed, and to have the Night School teachers work also in the Normal School. This will not only unify the work but will also be more economical.

Our Night School is the great feeder of the Normal School. So few pupils come in from other schools that they

are hardly worth mentioning.

The Night School pupils are coming into the Normal School better and better prepared every year, and there is a promise of a gradual but steady advance in the grade of work done in both Schools. See Miss Shower's report.

The Whittier, with its 300 children (all day pupils) has had one of its most successful years, the school has been most excellent. The new building is a source of wonder and pleasure. We feel that it has done much in altering the whole personal appearance of the children; clothes are less ragged, hands and faces are cleaner boots ar: blacker.

#### INDUSTRIAL WORK.

All the children, boys and girls, both small and big, have instruction in sewing; it is taught by the teacher of the room as a regular exercise, Each child has a blankbook in which are kept specimens of its work.

Two classes of boys have received two lessons a week in carpentering, coming up to the Normal School Technical

Shop for the purpose.

We hope to see the day when the Whittier shall have its own technical shop and a teacher who can give the

mornings to the training of both boys and girls.

The Cooking School has been under the care of Miss Hattie Howe and is an important factor of the school. We have been able to have but one class this year on account of the expense. We must have more training in this direction next year. The majority of the Whittier girls never get into the Normal School and it is very important that they learn how to put and keepe a house in order and that they learn how to sew and cook.

There is more and more danger in our colored boys and girls losing sight of the value and dignity of manual work. We are partly to blame for this if we let them feel that excellence in their studies is the one and only thing to aim at It would help the Whittier work very much if we could have conrected with it a full course in Domestic Science for the girls and a technical shop for both boys and girls Respectfully submitted,

E. HYDE.

#### Indian School.

The number of Indians this year at Hampton has corresponded very nearly with that of last: 37 girls and 93 boys. We have had on our rolls since last October 43 girls and 97 boys, a total of 140, including 10 at the North, of whom 6 have graduated, or are no longer pupils of the school, but have remained under its supervision.

Seven have returned to the West. There has been no death during the term; but in August, as will be seen from Dr. Waldron's report, one of our boys died at the North.

The tribes represented are as follows:

Sioux	57
Oneida	54
Winnebago	8
Omaha	4
Piegan	· I
Shawnee	I
Seneca	I
Wyandotte	1
Sac & Fox	3
Pottawatomie	4
Otoe	2
New York Oneida	I
Mohawk	1
Ononcaga	I
Penobscot, Me.	1

The new party of the year arrived in September, under

the escort of the Rev. Mr. Freeland. It was composed mostly of Sioux and Oneidas, in all numbering forty. Eight are former pupils who were anxious to return for further training. No Indian parents seem more thoroughly alive to the benefits of education for their children than the Oneidas. As one of these mothers wrote to a daughter, just completing her fourth year here, "You all know that we are so anxious for you all to learn something. We had rather you all go through all study."

The distinctively Indian work at Hampton centres around the three buildings, Winona Lodge, the Wigwam and

part of Academic Hall.

Winona, the home of the girls, was finished and first occupied in '82. The teacher in charge wrote at the time. "Years of instruction could not have done for the Indian girls what a building of their own has accomplished immediately." To "keep Winona clean" has been a wonderful inspiration to the young sweepers and scrubbers who through these ten years have carried on their crusade against dust and dirt with such success as to win words of warm commendation from the many visitors who inspect its light, airy halls and corridors and pleasant sleeping-rooms. Not more than two girls usually share a room, and since they have their own belongings about them it is a miniature home. The bureau drawers and stationary curtained wardrobe contain the clothing, made and mended, washed and ironed by themselves. Even her bedding is part of each girl's weekly wash [unless in the case of the very youngest] and she must keep an eye to her white spread that it also goes into the tub when occasion requires. If she has for some time taken lessons in the Technical Shop [see Miss Van Rensselaer's Report] a neatly made screen may hide her washstand, or a pretty set of shelves display some of her books. The little table in the centre of the room, the wide window sills, the tops of bureau and wardrobe, give scope to the tasteful arrangement of photographs, cards and the various gifts gradually accumulated.

The Lend-a-Hand Circles are very helpful in the training of our girls. When a teacher has a little knot of her pupils gathered about her in her own room, fingers busy and tongues set free from the restraints of the class-room, she finds it easy to gain a new insight into character and needs, and many a chance to speak a work in season to exert a moulding influence over these young lives.

At New Year's time one of these Circles proposed that instead of the little breakfast party their teacher was planning to give them, they should be supplied with provisions to take to some poor old colored people across the creek. A very happy New Year's morning was thus spent as they distributed their gifts and read and sang in the little cabins, learning the sweet lesson that "it is more blessed to give

than to receive.'

But not only to the girls is Winona an "Elder Sister'." Her little chapel gathers the boys also for the Thursday evening prayer-meeting and the Indian Sunday School, Sunday alternoon, of which Rev. Mr. Gravatt is the Superintendent. Sunday morning also there is a service for those who do not attend St. John's church. This winter we have had to miss the presence and help of General Armstrong, who for eight years has been wont to give part of the morning to his Indian Sunday School. In his absence an effort has been made to throw more of the responsibility upon the scholars themselves. A prayer meeting has been held, often conducted by one of their own number, and out of this has grown a Young People's Society of Christian Endeavor, with a Sac & Fox boy as president, a Winnebago girl vice president, an Omaha boy treasurer and a Sioux girl secretary.

Saturday evening the big hall often presents a festive scene as the boys and girls meet for a work evening, or a sociable, a musical and literary entertainment, or a debate.

In a recent address at Hampton, Sen. Dawes called special attention to the "home," that all important factor in Indian civilization, and the need of home training. Since it is upon the mother of a household that its purity and happiness so largely depend, it is not strange that the task of uplifting the women of a race is held to be most needful in all missionary work. It is cause for congratulation that in the Indian work of this country, Dr. Dorchester, the Superintendent of Indian Schools, is accompanied in his long tours of inspection from ocean to ocean and from Canada to the Gulf, by his brave hearted wife, who devotes herself to the welfare of the women and girls. While visiting Hampton this winter, she gave us a word of encouragement as to the practical worth of the little cottage where our girls take lessons in simple, every day housekeeping. She had felt the need of such a scheme in the Western schools, had already pleaded for a small house adjoining the main buildings where girls could be so trained, but now felt she could urge it the more strongly since, she said, she had actually seen her "model cottage." She is much interested in furthering Gen. Morgan's wise plan of appointing field matrons, earnest, practical Christian women with a true missionary spirit, to go out and live among the Indians, above all putting themselves in touch with the Indian women, and teaching them how to improve their homes, to care for their children and to nurse the sick.

The Wigwam has been full to over flowing this year with boys of all ages and sizes, from the chubby little fellows who are cared for in their own Division A. to some very grown-up and sedate young men in Divisions B, and C. These last have had the motherly supervision and counsel of Miss Semple, long the valued Lady Principal of Carlisle until her strength gave way under her onerous cares. The sitting-

room of the lady in charge which became so cheery and attractive a spot under Dr. Johnson's care, has continued its refining influences, and is a constant resort for the boys, especially for those excused from work or study. A daily paper lies on the table, and there are magazines, illustrated books, games, &c. Here they come for help in various directions, light on a hard lesson, Bible verses for some meeting in which they are to take part, or earnest words touching the life work before them. A number have shown an interest in the temperance question which is to become so vital a one to the Indian and have pledged themselves to total abstinence. A Wigwam Literary Society has been formed with Mr. Gleason as President, and, under the stimulus given to it by himself and Mr. Blake, has already succeeded in waking up the youthful orators in a manner to surprise themselves as well as their friends. A lady visitor present one evening at their "Town Meeting" in commenting on their quickness in springing to their feet, their ready retorts and easy flow of English, said, "If I had shut my eyes I should not have known I was among Indians.'

The Academic work of the past winter has been somewhat crippled by an epidemic of grip which attacked teachers as well as scholars, yet decided progress is reported from the class rooms. Forty-eight Indians have been in the Normal School. An encouraging sign among the Indian Seniors has been the real interest shown by them, and the good work done, in their practice teaching at the Whittier, often

so dreaded an ordeal.

In the Indian classes proper, special effort has been made of late to draw out the conversational powers of the pupils, a task by no means easy, especially before visitors. Their shyness and reticence, added to the difficulty of expressing themselves fluently in a foreign tongue, proves one of their greatest drawbacks on entering the higher Normal classes. In reporting the progress of one of these pupils, the teacher will often say, "she brings in good written work," or, "he does well in examinations, but [in a despairing tone] I can't get him to talk." More and more we hope this difficulty will be overcome.

In describing the class work for the year I quote treely

from the teachers' own reports.

#### ENGLISH.

The Fifth, or lowest Division, began the study of our English tongue last fall with knives and forks, tables and chairs, a toy set of farming implements, &c., as object lessons, gradually acquiring the power to make a simple sentence, though the listener may have to wait long and patiently before it is fairly "out."

The Fourth Division also needed objects in every day use to increase their vocabulary, but as this grew larger, sentence building grew easier. They have had the help of pic-

tures, and with the coming of spring the sweet spring flowers have been studied and enjoyed, as also spring birds. When the name and color of a flower have been gained, and simple facts about it, an appropriate flower poem has sometimes been given as a memory gem and for reproduction work.

A lack of the power of expression seemed the great need of the Third Division. To aid this they have had the stories of Columbus, Balboa and De Soto, also simple lessons in Physiology, besides object lessons and dictation exercises, and are now able to make very creditable recitations.

History stories have likewise been given the Second Division with lessons on events of the day, as the famine in Russia; the utilizing of Niagara, &c. They are now at work at sentence building, trying to learn the uses rather than the names of the different parts of speech The hectograph has been most helpful in preparing study hour work for them.

Natural history at present forms the basis of language work for the First Division, the pupils describing the habits and appearance of animals, aided by pictures and stuffed

specimens.

In the all day Advanced class some elementary science work was taken up at the begining of the term. Occasional home letters, conversation lessons on general topics or matters of daily school life, poems, &c, have furnished constant drill in their language class, while each study in turn

gives them English.

I+I=2. This first principle was the starting point of our lowest Division. The brightest ones in the class can now do combinations up to 20, the duller ones to 12. Simple problems, in simplest English, have also been given them and a little fraction work. Visiting the other classes we shall find them working along the general lines; drill, both mechanical and with problems, in the elementary rules, in fractions and denominate numbers, until we reach the Advanced class where simple decimal work is also tegun, the text book there being Sheldon's Arithmetic. One teacher in using toy money has sent her scholars on imaginary shopping tours to the Printing Office, the Industrial Room and the Commissary, finding them very scrupulous in bringing back their change. The clearest method in teaching fractions has been to draw large disks on the board, divide them before the pupils, using colored crayons, and then to fit pieces of one size into another to get their relative proportions. Quick mental exercises have been part of their drill. We are apt to find arithmetic the weak point in pupils coming from Agency schools who may show excellent training in reading, spelling and writing, but with practice they quickly pick it up.

Besides blackboard work, Appleton's Chart, Davis Readers, The Story of the Bible and the new "Normal course in Reading" have been used, and some other supplementary reading. The Fourth Reader of the Normal course

has been found especially attractive and helpful, with its brief, but clear outlines of the history and government of our country. These chapters, together with patriotic selections from various authors, have stirred the enthusiasm of our Advanced class to such a pitch that on one occasion a burst of song from their recitation room took us quite by surprise, as girls and boys joined in the strains of "Our country 'tis of thee." Physical exercises and vocal drill have also been given.

### WRITING.

This is a branch in which Indians are apt to exeel, their powers of close observation and imitation standing them in good stead. The square paper for forming the letters correctly was used at the beginning of the term and much blackboard work of the same kind was given to the writing classes. Freehand exercises, both at the blackboard and on paper, have been found helpful. In all the classes double-lined paper is much used for copying.

# GEOGRAPHY.

This study is always a "step up" for our lower classes. and the Second Division has been thus promoted this year. There is novelty and charm in teaching these young men and maidens facts and theories hackneyed to us, but new and startling it may be, to them. The tall brave, Chasing Alone, is frank to confess that to his mind it is by no means proved that the earth is round. New York and its wonders he is sure of, [has he not seen them with his own eyes?] but as regards Boston he appears a trifle incredulous. In general however they accept the teacher's dictum and diligently study about the earth as a whole, its forms of land and water, its different races, the size, surface and drainage of North America, particularly the United States; draw maps thereof. gain some idea of its cities, exports, imports, &c., besides some knowledge of its Government. Another class have enjoyed lessons on Europe, and have reviewed much that they went over last year, learning more of mathematical geography, of winds and tides and also of historical references, the early Norse explorers exciting much interest. Still another class have taken hasty flights through the Grand Divisions of the Eastern Hemisphere, returning home by way of South America. Some outside reading in books of travel has helped to broaden their views of other countries and nations.

#### HISTORY.

Eggleston's First Book of History has been used this year and the scholars have been much interested in its graphic sketches of the famous men of our country. Some of their reproductions of these history stories have been very good. The examples of steadfast purpose and achievement

in the face of obstacles, set before them in these biographies, are very practical in their bearing upon Indian character, for these children of the plains, with their inherited love of change and variety, find it hard to acquire the Anglo-Saxon "stick-to-it-ive-ness."

#### PHYSIOLOGY.

The text book used in the Normal School, Martin's "Human Body" has proved very difficult for the Indian Juniors who previously had used only note books or studied a very simple manual. The experiment has therefore been tried this year of taking Martin's work in our own Advanced class with the hope that thereby the pupils would become somewhat familar with the scientific words and terms, so hard for them to master. It has been wading in deep waters for them, yet their teacher feels that the discipline has been valuable and that it will make next year's work much easier.

The singing lessons given to the morning school in Holt's Method, though coming only once a week for twenty minutes, have shown excellent results. The latter part of the term the beginners in the afternoon school have had daily ten minute lessons and they too are making gratifying progress.

Some of the Indians took part in the Longfellow and Whittier celebrations of the school, while their performance of "Columbia's Roll Call" prepared by Miss Ludlow for Indian Citizenship Day, was a very pleasant success.

The time for skepticism as to Indian education is past.
Its possibility has been tested and proved, East and West.

Not many years ago, Mrs. Browning's "Cry of the Children" touched the heart of England. We could wish that the recent plea of the Commissioner of Indian Affairs to "give the papoose a chance" might rouse the sentiment of this country, and inspire its legislators to carry out the sacred injunction, which comes down to us through the centuries,—"Take heed that ye despise not one of these little ones."

# THE WIGWAM.

Miss Semple reports:-

"The every-day life of most homes is made up of very little things too small to figure well in a report. This is certainly true of life in the Wigwam, which is the home of our Indian boys. A pleasant sitting room, as cheerlul as sunshine, flowers, pictures, and a warm welcome can make it, is here always open to them. Here they find the last daily paper, a few magazines, a weekly paper, provided by the kindness of a generous friend, and a supply of books for reference and reading.

Here convalescents, or invalids not yet the subjects of hospital treatment, find rest or amusement. Here homeletters are sometimes read, and troubles, little or great, talked over, and advice or sympathy given.

From the six o'clock breakfast until the bugle sounds for bed at half-past nine at night, each hour has its duty;—

study, work, or recreation.

At nine o'clock all gather in the Assembly room; summoned by the Janitor, one of their own number, a member of the Senior class, who conducts the closing exercises of the day. The roil is called; when Indian-speaking is reported, a verse or two of a hymn sung, and the Lord's Prayer reverently repeated.

At this service any student is at liberty to speak of any thing which, in his judgment, needs correction. These talks, which are quite frequent, are almost invariably listened to with respectful attention. This liberty of self-government which is seldom abused, is a strong educative feature of the

school.

As a rule the Wigwam is quiet. The boys, while full of life and fun, are not boisterous. The older boys and young men are studious and manly in their deportment. Quarreling is almost unknown, even among the little boys, toward whom the older ones are remarkably gentle and forbearing.

The boys' bed rooms are furnished with only necessary articles. They are inspected by the janitors, but swept and kept in order by themselves. There is a growing fondness for pictures and other articles of taste, often purchased from their own scanty earnings.

Mr. Gleason, of Malden, Mass., a young man of rare missionary spirit, occupies a room in the Wigwam, giving his

evening leisure freely for the benefit of the boys.

Under his management the boys conduct a weekly prayer meeting, and a flourishing debating society.

# Night School,

In these days the cry is every where for a practical education that shall include the hand and the heart as well as the head. It is a hopeful sign, therefore, of the progress of the colored race, that the number and the intelligence of those who are seeking at Hampton and other schools of its kind to obtain an industrial education is constantly on the increase. This being true, it must follow that the Night School, made up of industrial students, will always be one of the chief features of interest in a work like that at Hampton. It is here that the earnestness of our students and their willingness to make sacrifices for an education are most thoroughly demonstrated. It is here that their mettle

is tried. It is to the Night School that we can point those doubters who would say that the Negro race has not in it the steadfastness of purpose that brings development. We can tell them that here we have a large number of students, working ten hours a day for three and sometimes four years, and attending school two hours at night during eleven months of each of these years. When a young man is willing to do this for an education he must have some staying

qualities in his composition.

The enrolment of students in this department has been larger this year than for the two preceding ones, numbering in all 299 students, 225 boys and 74 girls. these have stayed through the year, the average enrolment being 254. Arrivals and departures have occurred nearly every month; for this many-sided test must of necessity weed out the less desirable material and ensure a survival of the The constant aim of those in charge of the work has been to retain only the most deserving, Those who prove themselves unworthy or incompetent forfeit their right to a place in the school. Personal sympathy often prompts the keeping of a student who is weak or unworthy; but a larger view of the work as that of developing the good rather than reforming the bad, leads us to see that justice to the race as well as to the school and its patrons demands a careful selection of the best material from those that come to us.

In spite of sickness the attendance has been good throughout the year, and a spirit of earnestness and industry has prevailed. The idea of self government is growing in this as in other departments of the School.

A better class of students come to us each year, showing that the leaven is working among the masses, for by far the greater number of our students continue to come from the rural districts where enlightenment and education are making their way slowly but surely against superstition and ignorance. Our best students come from the country schools of Virginia and adjoining states, where Hampton graduates are most numerous and are doing a noble work.

While our field lies mainly with the country population, it is well to state that not a few of our best apprentices have come this year from the city schools, with the quickened intelligence, and ready adaptation to new conditions that come from early training. Gaining students thus from both classes, gives to our work a breadth and balance that would

not be possible with either class exclusively.

The girls of the new class seem to be unusually promising. Almost without exception they have proven themselves to be quiet, womanly and industrious, with good capabilities for development. The few who have not shown these traits have been dismissed from the school, for the reasons before mentioned.

The grading of the school varies little from year to year excepting that as our new students come better prepared, we are able to raise the standard of scholarship little by little. This year, as last, the needs of the school have demanded ten classes, six doing work preparatory to the Junior year, and four following the regular course laid down in the Normal Department.

The six elementary classes are divided into five Preparatory sections graded according to ability, and one intermediate class made up of students repeating their preparatory studies of last year. The Preparatory work has been much the same as last year, comprising reading, writing, spelling, language and arithmetic through the fundamental rules. The higher sections of this grade have had also some mental work in fractions.

Four classes doing regular Normal work have been mentioned. Next to the Preparatory is the work of the Junior course. This work in the Night School requires two year. Two sections of this class are doing the first half of this work and one the last half. Many go to the Day School after one year of Junior work, which accounts for the one section only on the second year's work of this grade. The work is the same as the Junior work of the Normal School.

There is one small Middle Class composed mostly of trade boys who reach this grade before completing their trades. This class like the Juniors, pursues the same course of study as the corresponding grade in the Normal School.

The Night School takes students no farther than the Middle Class. It is felt that before graduating they need certainly one year of more exclusively intellectual work. The number of those who finish the studies of the Middle year before completing their trade is small, but there are always a few, and the question of providing for these few has always been a puzzling one. This year provision has been made for giving them two recitations an evening, one in current topics and the other in geometry. Both studies have been pursued with profit, and in this way this small but perplexing class has been provided for more satisfactorily than last year.

The aim in all our work, especially that of the Preparatory year has been to do fewer things and to do those more thoroughly. The classes in this and other grades have been so arranged as to give the students more writing with pen and ink, practice they much need. We have noticed, too, that as our students advanced to the higher grades they spelled badly, and more attention has been given to this humble but essential branch of study.

The work in arithmetic, language and reading has been more definitely laid out in the Preparatory grades. The aim in arithmetic has been to secure quickness and accuracy in the fundamental operations. As a means to this end much attention has been given to mental arithmetic. The first number of the Popular Educator Arithmetic has been put into the hands of the Preparatory students with most satisfactory results. This book furnishes the variety of simple practical problems for which we have long been seeking.

In the reading throughout the school a gain has also been made. Owing to the valuable accessions to our stock of reading material, we have been able to give to all the grades a larger number of selections from the best authors, and a greater variety of work of true literary merit. Beginning thus early, it is hoped that the students in the higher grades will be better able to appreciate what is fine and elevating.

The elementary science work in the lower grades has consisted of simple experiments with their applications to common things, and, since spring has opened of lessons on the different phases of plant life as they have unfolded. This

work has been made a basis for language.

We have been able this year for the first time to introduce into the Junior and Middle classes the course in Bible study pursued in the Normal department. Mechanical drawing has also been added to the course. Ten boys pursuing trades have availed themselves of this course, which is optional with certain conditions.

The organization of the school has been changed in a few particulars, it is believed for the better. The school session of two hours has been divided into four equal periods of a half hour each, instead of the three longer, and one shorter one for writing and spelling that we had formerly. This gives writing an equal place with other studies in our curriculum and results justify the time thus spent.

Last year one class remained in a room through the evening, the changes from one room to another being made by the teacher. This year the plan of having the classes changed at the close of each recitation has been followed. We feel that this frequent moving about has been a gain instead of a loss of time, since it has made the students more wide awake and alert.

Another gain, and the greatest of all, has been in having for the most part the same teachers in the Night School as last year. There have been only three changes this year against seven of last. The advantage of permanent teachers cannot be over estimated and has been clearly proved by

the work of two years.

The general outlook for the Night School is a most hopeful one. There is a movement, in the wisdom of which all concur, toward the consolidation of the two schools under one general management, It is coming to be the belief of all interested in the work that only when this object shall be fully accomplished will the greatest good result to both schools.

SUSAN SHOWERS, In charge.

# Review of Normal School Class Work.

The student who enters one of our preparatory classes and goes through the Normal School, completes the work of a grammar and English high school course, with the exception of the algebra and geometry always included in high school studies, but with the addition of Normal work, which fits him directly for his work as a teacher.

Although very few changes have been made in our curriculum, a review of the class work of the last few years shows much change. An increasing effort has been made to cultivate power of observation and to educate thought power. As no work offers better opportunity for this training than that of Science, this department will be first mentioned.

#### SCIENCE.

When most of the work in science came in the Senior year, the instructor found the students very deficient in ability to observe accurately and to draw conclusions. Now this work begins in the lowest classes in the Night School, and it is continued throughout the entire course. The report of the lessons of the preparatory classes is as follows:

"Our preparatory students are set at once to work observing and drawing conclusions. The lessons of the past year comprise familiar talks on matter, its states and changes, common forces and what they do, the phenomena of cohesion and adhesion with practical applications, and a series of lessons on the atmosphere, its pressure, composition, etc., with the application of the facts learned to the lifting pump.

"These lessons are made a basis for expression in both oral and written language, and are invaluable for the training they give the students in thinking and in expressing themselves in an orderly and simple way. It is the constant aim of the teacher to simplify this work as far as possible, to eliminate technical terms, and to make practical applica-

tions."

In the Junior year, the students have an elementary course in geology. The composition work of the year is largely based on these lessons. The teacher of these classes

gives the following outline of the course:

"The principal topics treated this year are the change of solid rock to pebble, sand and mud, and the formation from these of slate, sand and conglomerate, with a study of coal and other fossils. The students learn to recognize the common minerals, like quartz, mica and feldspar; and study the formation of chalk and of other limestone formations. This is all preparatory to the study of soil as a basis for the study of plants which is taken up in the Middle year. The two are a preparation for the study of practical agriculture in the Senior year.

"This work in geology is both oral and written. Great care is taken that the student be told nothing which he can find out for himself. Specimens, as many as possible, are provided, and the subject is developed by means of questions arranged according to a definite outline. Students are required to make clear, complete statements in answer to these questions The lesson is studied until the students are familiar with the facts, and then it is assigned as a composition exercise.

"An effort is made to secure variety in these compositions, and to lead the pupils to use their power of imagination. Many of the lessons are written as letters to little friends at home, that the students may learn to give the lessons to the children in their schools when they leave here. Others are given in the form of talks to children. Sometimes a pebble or a piece of coal is made to tell its own story, or a brook tells its story in the form of a dream.

"This work has secured a clearness and method in composition, and has led many to an ease and fluency of expression. It has aroused a spirit of inquiry on the part of the students, and has awakened in them a great interest in what they see in the world around them, which has led them to collect interesting things for the little cabinet in the class-room, and to send home for specimens."

The Juniors have, also, a course in physiology and zoology. A knowledge of hygiene is the aim in the study of physiology. The consideration of practical subjects takes a large part of the time. Among the subjects discussed are ventilation, food and proper ways of cooking it, cleanliness, exercise, first aid to the injured, and the effects of alcoholic beverages upon the organs.

The Middlers have a course in elementary botany. This, as well as the geology, is in charge of the teacher of language and grammar, and all of the lessons are carefully written by the pupils. The work begins with the study of the embryo of the bean, followed by lessons on germination and growth. Then follows the study of roots, stems, leaves,

bark and branches, flowers and fruit.

In giving these lessons, the aim is not only to make them profitable to our students, but to give them the training that will enable them to plan and carry out similar work in the schools where they will soon be teaching. Some who have been out for a year of teaching, report enthusiastically of the interest which their talks on botany aroused, and the request has been made that more time should be given to it during the Senior year. It is our plan to devote one period daily for the last three weeks of the term to this work with the Senior Class.

During the spring, nearly all of the classes have been studying botany. No regular course has been attempted with the lower classes, but the teachers have endeavored, by simple talks and object lessons, to arouse interest in flowers and in plant life.

"The teacher of the Senior Class in science says of that work, "The Senior Class has this year had weekly lessons in agriculture, at the same time pursuing a laboratory course, combining the elements of physics and chemistry. A laboratory manual has been prepared in which are no statements of fact, but only directions for experiments, a few questions and review topics. Each student has his own desk, and performs most of his experiments himself; always making his own observations and drawing his own conclusions, he writes both in his laboratory manual. The students are encouraged to sketch the apparatus as used, letting the picture tell the story of the experiment. In spite of the fact that this class has had but little instruction in drawing, many of the books show very good work.

"The laboratory work is supplemented by recitations and by the reading of reference books in the Library, to which the students have access during their study hour.

"The object of the whole course in science is not to cover a certain amount of ground, or to crowd the student with facts, but to teach him to think, and to reason from what he observes to definite conclusions; in short, to develop in him a scientific habit of mind."

# GEOGRAPHY.

As the work in geography is closely allied, in methods, aims and results, to that which has been described, the report of the teacher of geography naturally comes next in order.

"As a result of the elementary science lessons last year introduced into the Junior Class, the present Milddle Class has a much sounder preparation for physical geography than any preceding class. The students are now observing for themselves, quite closely, the winds, clouds and temperature and the path of the sun.

"The whole school showed great interest during the winter in the total eclipse of the moon, and in the Aurora Borealis.

"The frequent rains have furnished convenient illustrations, in the mischief done to the roads, of transported soil, the formation of river systems, deltas, and marshes.

"The recent difficulty with Chili and the Behring Sea question have been discussed in class, as well as other current topics. Sometimes letters are called for, describing imaginary journeys. By such methods, as well as by reference to books of travel and by the frequent use of pictures and scrap books collected for the purpose, an effort is made to give as much as possible, in the four weekly recitations, of what Herbert Spencer calls "Descriptive Sociology," with the hope that the students' minds may thus be somewhat broadened and deepened."

# HISTORY.

The study of geography and history must always be combined. The localities that have a history significant in the world's progress are those most to be studied; and a historical event cannot be grasped unless one understands the environment of the people under consideration, since it

so largely determines their history.

Our Juniors read Eggleston's First Book in American History. It is a most attractive book, and the interest of our large classes never flags while they are reading it. This history has been prepared with special reference to the lives and deeds of great Americans, and is of great value in stimulating students to read more of the men in whose lives they have become interested.

The Middlers study United States history during the

entire year.

The Seniors take the outline of the world's history.
They study Ancient and Medieval History somewhat in detail, and take up briefly some of the greatest events of modern times.

The study of current history has been aided by the little paper *The Week's Current*. We availed ourselves of a special offer, and subscri ed for twenty copies for ten weeks. This paper contains a summary of the leading events of the week. Space is given to discoveries and inventions and to all important questions of the day.

Twenty minutes following devotional exercises at the opening of school in the morning are given by the Middle Class to the discussion of current events of the week. The reports given at that time show that our students are read-

ing the papers thoroughly and intelligently.

The Seniors study the papers in connection with political economy and civil government. These studies they always find exceedingly interesting. A text book is used as a guide, but the daily paper is always brought into the class-

room and is referred to constantly.

Old Testament history is studied by Juniors and Middlers. The Juniors take the history to the reign of David; the Middlers finish. The objects of the work are to give the students a knowledge of the history, to make them familiar with the books of the Bible, and to teach them to study it and to draw their own conclusions without relying solely on aids to Bible study. The life of Christ, Acts and the Epistles are studied in the Sabbath school classes.

#### READING.

It is our desire to arouse interest in the best reading, to enable the students to get thought from the printed page, and to train them at the same time to give it to others by distinct, expressive reading.

In the Junior year, our students spend several weeks reading the history previously mentioned. This suggests

many other things; and they read, or hear read, selections from famous speeches and historical poems.

This year the Juniors have read many of Whittier's and of Longfellow's poems with enjoyment and appreciation. Hawthorne's short stories have opened to many a new realm of literature, and Irving's always delightful "Rip Van Winkle" has held the classes spell-bound.

Before the end of the term, the Juniors will learn someof Bryant, Holmes and Lowell. They will see their pictures, will hear enough of their lives to arouse an interest in these writers as men, and will read some of their shorter and simpler poems.

The Middle and Senior classes have also studied our American writers this year. They have kept note-books in which they have written the outlines of the authors' lives and many quotations from their works. They have read Irving's "Legend of Sleepy Hollow," "Snow Bound," "Evangeline," some of Hawthorne's short stories and sketches by Charles Dudley Warner and by Burroughs.

Our Middlers are reading English history. We have recently obtained a set of Phillips' Historical Readers, and find

them invaluable in this work.

The Seniors spent some time in reading Greek myths

and the story of the Trojan War.

The course for the reading classes will be more definite another year, but it will not be made rigid. Unexpected interest is often shown in certain things, and time must be allowed to gratify the newly awakened desire.

Vocal drill has been given, and much attention has been paid to physical exercises, especially to those which enlarge

the chest capacity.

We believe that the greatest aid to distinct and expressive reading is thorough mastery of the thought. The teachers do not make a practice of reading to the students, the passage which they are to read, but strive to make its thought clear to them. Sometimes a short sentence is given to a class to work on day after day. We find that without hearing reading which they attempt to imitate, and without having their attention called to inflections, if the students really get the thought, the desired inflection is forthcoming.

We have frequently, and, in some classes constantly assigned to individuals on one day the passages they would be called on to read the next. Careful work has been done in preparing the lessons, and this work has resulted in improve-

ment.

While reading aloud is a difficult art for most of our students, their interest in really good things, and their desire to improve in oral reading make the work of these classes full of interest and encouragement.

The Senior Class have a course in English literature, in connection with which they have practice in composition

writing.

#### LANGUAGE AND GRAMMAR.

In teaching any subject, one is impressed with the need of language work, and of a knowledge of grammar which shall enable a student to understand why certain expressions are correct and others incorrect, and which shall enable him to get the meaning of a Sentence by analyzing it. While we endeavor to make every lessen a language lesson, we believe in a definite course, working directly toward correct oral and written expression.

Very little technical grammar is given to the Juniors. They are taught to recognize the parts of speech, and much attention is given to what may be called "language gram-

mar."

The Middlers have a course in technical grammar. This course is necessary to prepare the students for the county examinations which they must pass in order to obtain schools, and it is, moreover, of direct practical value to them Especial attention is given to the analysis of sentences, and this training is most valuable in aiding the pupils to understand what they read.

The aim of the work is to give such a knowledge of the structure of the language as will enable the students to speak correctly, to write correctly, and to read understand-

ingly.

It has been already stated that a large part of the language work of the Junior Class is based on lessons in geology, and part of that of the Middle Class on lessons in botany.

Lives of authors and the study of their works suggest interesting subjects on which to write. In the composition books of the Middlers, we find essays on the following subjects: "The History of Acadia," "The Story of Evangeline," "Ichabod Crane," "Scenes from Snow Bound," "The Boyhood and Youth of William Cullen Bryant." One section has written the story of "The Vision of Sir Launfal," and some of the compositions showed deep appreciation of the spirit of that beautiful poem.

#### WRITING.

A comparison of the written work of a student when he enters the school with his work during the Junior or Middle year often shows that great improvement has been made. Lessons in penmanship are given to the Junior and Middle Classes. Choice selections which the students have read and enjoyed are given to them in their writing classes, and these are carefully copied in blank books.

#### ARITHMETIC.

Arithmetic is studied throughout the course. While careful analysis is made a prominent feature of the work, more attention than ever has been given this year to rapid

mental work. As far as possible, objects are used. Students illustrate their examples by drawings, and handle weights, measures, etc.

The aim of the teachers has been to train the pupils to do accurate, rapid work, such as would fit them for business

as well as for the school-room.

The course in book-keeping which is given to the Seniors is also a preparation for business life and for the business transactions which everyone should be fitted for.

# THEORY AND ART OF TEACHING.

Students who pass the examinations at the close of the Middle year are required to teach one year before entering the Senior Class. The thought of the work just ahead of them gives the Middlers much enthusiasm for the studies which will fit them directly for their new duties. During the last half of the year, lessons on the theory and art of teaching are given to the Middle Class. They are first taught the fundamental educational principles; they then learn how they should be applied in teaching the elementary branches. Lessons are given to classes of children before the students, and they are required to prepare lessons which they give to the class.

This work has new interest for the Seniors when they return after a year of teaching. Much time is spent in discussing the difficulties they have met with in their work. They are able better to comprehend educational principles, and they are ready to take up the history of education. The lives of Pestalozzi and Froebel are full of interest and inspi-

ration for them.

The Seniors have this year had especial work in methods of teaching geography and reading with the teachers in charge of those classes. They have spent one month in the Whittier School, a longer time than any preceding class has had there. They first observed the lessons given by the regular teachers; they then gave lessons under the direction of these teachers, and finally they were placed in charge of a room. The work was so arranged that they taught children of different grades. The principal of the school met them separately and in classes, to plan their lessons and to criticise them.

This year the work of the Seniors with the children has been more satisfactory than ever before; doubtless this is owing to their increased opportunities for practice teaching.

### MUSIC.

The report of the music teacher is as follows: "The Holt Method of teaching music has this year been introduced throughout the school. Our students are naturally musical, and readily learn by rote; but to think in sounds and to read music has been for most of them a new experience.

The Holt Method differs from most other methods in that it is based entirely upon educational principles. Its aim is "to teach and name the invisible in music." The ear, not the eye, is first appealed to. The student learns to think in sounds. When he can sing the intervals and has learned the names, the representation is placed before him. There remains now only the third step, development, which is gained by repetition.

But to mechanically read music is not the only thing at which the system aims. Inability is constantly in the mind of the instructor, and perfect intonation is required; thus without calling the attention of the pupil to the physical organs by which he produces sound, or to the fact that his voice is being trained, the quality of tone is all the time

improving.

Time, the other element to be considered in teaching music, is also first taught apart from any representation. The French time names are used, and the student, marking the time by tapping on the desk or on his book, is made to

feel the pulsations.

This year the classes have done little more than make a beginning, as the curriculum was too crowded to give each class more than one period a week. The students have, however, proved their ability to learn to read music intelligently, and next year with more time devoted to the work, we feel sure that rapid progress will be made."

### DRAWING.

A systematic course in drawing was introduced last year, but this year it has been carried on under much more favorable conditions than before, since a large room has been

fitted up for the classes.

The Juniors have studied type models and similar objects to gain a knowledge of form. By modeling in clay, the powers of observation have been cultivated, and, after an intelligent knowledge of form has thus been gained, the ideas have been expressed by drawing.

Drill has been given in pencil holding, quality of line and the proper folding and cutting, and proper models have

been made.

The study of the elementary principles of correct decorative arrangement and of harmony of color has resulted

in pretty designs in colored paper.

The students in the Middle Class and those in the Senior Class who studied drawing last year, have made drawings on a large scale with charcoal, from plaster casts of plant forms, fruit and animals. Drawings have been made, too, from plants themselves.

The results have been very satisfactory. Some have shown marked ability, and several have expressed a desire to take an advance1 course after leaving

Hampton.

#### SUMMARY.

A review of the year's work shows that the points emphasized have been: 1. Cultivation of the powers of observation. 2. Development of thought power. 3. Cor-

relation of studies.

The especial features of the work have been, 1. The increased amount of work in science. 2. The addition of music to the regular course. 3. The development of the course in drawing. 4. The greater opportunities for practice teaching given to the Senior Class.

DORA FREEMAN, Teacher.

# General Review of Industries.

The plan of industrial education pursued at Hampton Institute is as complicated as the Cretan Labyrinth and yet as easily threaded if one has but the proper clue. The constant aim is to educate head and hand in close harmony, to provide a reason to illustrate every task assigned, and that task to be in the end not merely one in the pedagogic acceptation of the term, but a real thing done, an article made, which in most cases, has an absolute marketable value, receiving the seal of commercial approval, and being subjected to the strict test of efficiency in the face of competition. But this method of training cannot be pursued with all alike though it is the object to furnish it to as many as possible. The necessities of self-support oblige the students to earn their daily bread wherever they can get it. Not all the labor of the great establishment is directly productive; its manifold needs call for the work of many hands; skilled and unskilled both find ready employment, and their labor is utilized in the many departments of in-door and out-door industry, affording them the means of self-support and a most valuable training.

The division of the industries into three classes; the purely educational, aside from self-support; that where industrial education is the primary consideration with self-support resultant from ability; and lastly, that which gives industrial education the second place and puts self-support and necessary labor foremost, has already been ably made in a previous report. To this classification there is nothing to add, for it covers and defines the whole plan of Hampton's

industrial system.

The scheme of industrial education was originally devised with reference to the colored race which was primarily Hampton's care, and nobly does that race respond to the faith of Hampton's founder. The necessity for labor makes strong, self-respecting men and women who value their

training because they have truly gained it by the divine law. The student who works ten hours at his or her trade or daily task and then goes gladly to a two hours' session of night school, may not be a very brilliant schoolar, yet who shall deny the earnestness of the wish for knowledge? Where shall we find many of the white race who show an equal courage and persistency in the face of such staggering obstacles as have hampered the advance of this people? With centuries of darkness behind them and but a quarter of century of light, what wonder that their eyes are as yet dazzled and that in many cases they still but grope blindly and see men as trees walking, compared to us on whom the sun of freedom and knowledge has shone for so long.

Industrial education as pursued at Hampton with regard to the Indian does not differ in extent or in thoroughness from that of the Negro. The probationary work year is however not incumbent upon those western strangers who enter as novices the Indian School, which is the ante-chamber of the Normal School where the students of both races are educated together. The Indian has not the goad of necessity to drive him on. He is removed from want; the wolf is not at his door and he is clothed against the biting wind. He has his ancestral lands behind him, and a very large bank account in the hands of the careful guardians and dispensers of his wealth at the National Capital. So the wards start out in life very differently equipped from their brothers and sisters whose ancestors, torn by fraud and force from the Dark Continent, have left them no heritage save that which they can carve out with their own right hands. The Indian's incentive is a high one, if he is able to feel it, and the motive of all the teaching he receives at Hampton, is to implant this aim in him. He is taught to feel that even if he and his parents be clothed and fed, the satisfaction of these material wants is not enough, that the higher hunger of the soul should be aroused and stimulated and the proper nourishment given to it. To go back to his own race, to teach them that a people which will not learn and rise, will surely sink lower and lower into extinction; to show them that to eat and sleep and be clothed is not the sole end of man's existence, and that he who lives slothfully enjoying what he has and making no more of himself shall surely meet the doom of "him that hath not, from whom shall be taken even that which he hath,"—this is the lesson the Indian is given to learn and take back with him from Hampton.

The essentials for the Negro race and equally for the Indians, appear without question to be, a thorough English education and the training of hand and eye to skilful, intelligent labor. While not denying the value of purely technical instruction, it seems to the writer that for races so little removed from the childhood of servitude and the rudeness of savagery, just the training that is given at Hampton is the best; though certainly it is well that institutions exist where aid can be given to the exceptionally gifted who

would use this training as a stepping stone whereon to mount

to higher grades of knowledge.

A race whose women in the far South work habitually as the lowest field hands, counted in hiring by the landlord as so many more laborers in the family, living huddled together in a one room cabin without any of the decencies, let alone the refinements of life, needs girls such as are educated by the score at Hampton, to preach the gospel of cleanliness, usefulness, and domestic purity. And the red man, who lets his wife toil behind his lordly steps, burdened with her baby and the household goods, needs the lessons of daily courtesy, the deference to womanhood, which he receives, with much more well needed object teaching, when Hampton girls and boys return, as living epistles, bringing back the knowledge of civilized and Christian life to transform their early haunts.

In the following sketch we touch 1st. upon the industrial education of the colored girls in all branches of domestic labor and in the trades of sewing and tailoring, all of which instruction, save the working and carpentering classes, contributes directly to their support while in school. 2nd, the Indian girls, whose industrial training is purely educational. 3d, the colored boys, as employed in the Household Department, where self-support is the meed of labor. 4th, the instruction, both technical and practical, of boys, (chiefly Indian) in the Technical Training Shops, and 5th, the Farm and Trade Shops, where boys of both races learn useful trades and become wage-earners and produce work which has a

market value.

# COLORED GIRLS' INDUSTRIES.

The roll at the opening of the school year showed a total of 223 colored girls, under the charge and supervision of Miss Elizabeth Clark, Lady Principal. As we know, each of these girls must in great part support herself by her own efforts while in school. Many of the new comers have already had such a degree of domestic training that they can make themselves immediately useful in some branch of the Women's Industrial Department and so enter upon their Normal School duties with no anxiety about the future. But by far the majority have no such training and must be put to work where their labor will most avail, and even the multilarious duties of the large Household Department can hardly supply the demand for employment. While there is much work that necessarily falls to the boys, as cooking and waiting, still there is plenty to keep 137 girls busily employed. Of this number about 50 have charge of teachers' rooms for which 50 cents per week is paid, and 79 day girls wash dishes and set tables in the students' dining rooms, receiving 9 cents an hour for this service, or \$2.70 per month. The girls are expected to keep their own rooms and personal possessions in good order. Regular teachers' inspections occur every Sunday morning, and unexpected visits may take place

at any time. Other household duties include the sweeping and cleaning of the halls, staircases and assembly rooms of Virginia Hall, the Girls' Cottage and the buildings exclusively occupied by teachers. Many of these girls become skilled the various branches of housework and often find places in the North during the summer, where they get change of air and are enabled to lay by money to help them along with

the next school year.

The Students' Laundry, where Miss Woodward presides. keeps a staff of 27 regular workers, night school girls, besides a detail of 65 girls from the Normal School, who work one day in each week, according to their classes. One boy from the engineering department, a night student, runs the laundry engine, and a Normal School boy works one day and a half a week; - pressed in here and tolerated among the girls. The day girls do the ironing and the regular work girls the washing. This department does all the laundry work of six hundred students, only excepting that of the Indian girls. The Laundry with its three steam washing machines, mangling machine, and numerous stationary tubs, its ironing room, drying room and sorting room, is a hive where there are no drones. The work girls are credited \$15 a month: \$10 goes toward their board and \$5 to their credit for the next year. The Normal School girls earn 50 cents a day. The weekly average of pieces washed and ironed in the Students' Laundry is 9.000, including bed and table linen and towels.

The Teachers' Home Laundry is under the charge of Miss Mabel Woodward, who has 7 girls from the night school, working regularly and a detail of 20 day girls from different classes in the Normal School, each I day in the week. Here the washing is done for about 80 persons, teachers and officers. One work boy is in attendance for a few hours on Mondays. All the girls receive the same pay as

in the Students' Laundry.

The Sewing and Tailoring Department, under the efficient direction of Miss M. T. Galpin, with Miss Williamson, assistant, has employed since October, 1891, a working stant of 20 girls and 4 boys, all night school students. There is a detail of 48 girls from the Normal School, who work 2 days in the week, coming in the order assigned to their respective classes, and two Indian girls who work half days throughout the week. These are employed in learning tailoring, shirt-making, dress-making, besides making all the house furnishings and doing the School mending for about four hundred boys.

Miss Galpin's report of the work during the year, from

April 1st. '91, to April 1st. '92, is,

Uniform suits,	286
Work suits,	293
Overalls,	198
Summer coats and Waiters' jackets,	168
Shirts,	1282
Miscellaneous articles.	2527

David Kanuha, a Hawaiian student, as head tailor has done very well in his trade and has instructed the boys

in draughting from Butterick's scale.

Not the least important feature in this department is the boys' mending. The laundry mending of 4co boys comes in on Tuesday and is kept till Friday. Then on Saturday the Janitors bring the Cottage mending, as it is called; coats, trowsers, etc., everything which active, careless boys are apt to rend and tear. Those in charge think that this work has been better done this year than ever before; they point with pride to some exceedingly good darning and patching, and ladies are often asked in to give a word of criticism, and encouragement. Miss Galpin says, "I can but feel that many of our girls are going out from here to be real helpers in this busy world, and I have tried to impress it upon them that they must be ready to do whatever comes to hand and be quick and helpful at all times."

The numbers have kept up well during the year, only one girl having left the Work Class to enter the Normal School

Junior Class.

The girls are willing and industrious and rapidly gain skill under the excellent instruction of Miss Williamson whose willing and efficient labors and quiet influence in directing and teaching her pupils, make her a most valuable assistant to the carnest and conscientious head of this im-

portant branch of the girls' industries.

Four of the staff of work girls are employed in the Dress-making Department under Mrs. Mitchell. They are learning their trade. Two have worked for two years and will finish this summer. They earn about 75 cents a day. Mrs. Mitchell gives lessons in draughting from Rood's Magic Scale to all the Senior girls that desire it; they in this way learn to make their own dresses. Their teachers notice the effect of this instruction in the improved fit of the dresses and the increased attention to the effect of lines, figures,

stripes, etc.

In a pleasant little cottage, the Girls' Holly Tree Inn, Miss Julia Williamson gives lessons in cookery to 24 colored girls who come to her in four classes, each 1 day in the week for 2 hours at a time. Here they learn to bake and roast and broil and stew, and make many savory dishes. The teaching is simple and thorough. The utmost economy of provision and neatness of preparation and service is insisted upon and lessons of domestic thrift learned here cannot fail to be of lasting benefit. The cakes, biscuits, and puddings made by the night school girl in charge of the Holly Tree Inn, for its patrons, and sold to hungry, merry girls at moderate prices, go far to cover the cost of the materials.

The Carpentering Classes under Miss Park in the Primary Technical Department, described elsewhere, give the girls a knowledge of the use of tools which will be very use ful to them in out of the way places where their comfort will largely depend upon their ability to make and repair simple

articles for their own use. Twenty girls in classes have worked in this course during the winter and have learned to

use saw and plane and auger with decided dexterity.

The Girls' Garden will give pleasant employment to to night school girls who will have the charge of 20 square flower beds. Under the direction of Miss Lowe, they will raise simple, easily cultivated flowers for their own enjoyment, working in odds and ends of time which can be spared from their regular occupations. No attempt will be made this year to raise vegetables.

At the Whittier School, where 300 little ones receive primary instruction, the cooking class, taught by Miss Howe. began its second year's work on the first of November. Owing to lack of funds it was possible to have but one class a week instead of three as last year, so twelve girls were appointed, increasing the former number by four. The girls vary in age from ten to eighteen and take hold of the work well, showing their interest by trying various receipts at home and reporting to the class the degree of success at-Miss Howe says, "Our aim is to teach only very simple cooking which will prove of practical use to them in their homes. There is great need of such teaching for the young people now growing up here and it can be met only in a very small degree by one class. To obtain results that will count, there should be more classes formed and each class should have at least two lessons a week."

A small donation which has recently been received from Miss Emily Huntington of New York, who introduced the work here and through whom it is still supported, will enable the present class to have two lessons a week for the re-

mainder of the year.

# INDIAN GIRLS' INDUSTRIES.

"Winona Lodge" has thirty-seven Indian girls under the care of Miss J. E. Richards. Here the industrial training is chiefly educational, rather than remunerative, and is conducted under the supervision of Mrs. Lucy A.

Seymour, Miss Townsend and Miss Washington.

Each Indian girl does her own sewing, washing and mending, scrubs and sweeps her own room and takes care of all her personal belongings. The care of the halls and corridors is allotted among the girls and the spacious assembly hall and chapel of Winona, tastefully decorated with hanging baskets of vines and ferns in the windows and wreathed with green garlands at Christmas, are kept neat and orderly by their willing hands.

They take care of the teachers' rooms and for so doing are paid a small sum, and they also receive a small allowance out of the Government money to teach them the careful use of money for themselves. This allowance varies ac-

cording to the willingness and ability they show in household duties; and negligence in the care of clothing which involves loss, must be made good from this sum. Winona Laundry is a busy scene on the days when, by "tens" the girls are washing and ironing, merrily singing and talking while Miss Washington superintends their work. exhibit their simple print dresses and spotless underwear, made as well as washed and ironed by their own hands, with pardonable pride. It is a pleasant sight to watch them choosing their new spring gowns from an assortment of bright colored percales just received for their use. girl is allowed two new dresses, though some have decided to take the value of one in new material for underwear which they are specially desirous of having very nice. Their taste in dress is well guided, for, while allowed to choose what they like, only simple, refined patterns with well contrasted and harmonizing colors are provided, and no choice Over sixty dresses will be made up this can go astray. spring under Mrs. Seymour's direction, by the nimble fingers of her pupils, who are taught to cut and fit with dex-

terity and rapidity.

In one of the cottages on the "Indian Reservation" Miss Washington superintends cooking classes, where the object is to teach the girls to make the most out of very plain and simple materials. Having in view their return to conditions of life where household appliances are few and means small, they are given the sum of fifty cents a week out of which three suppers must be provided each week for three girls and their teacher. They are now learning to cook dinners, and so have sometimes sixty to seventy cents given for this purpase. Milk, flour and fuel are given by the School. In the little three room cottages, the girls meet for their lessons in fire making, table setting, dish washing, Not the least important is the responsibility of each girl for her own supper, the entertainment of her guest and Difficult as it may appear to propresiding at the table. vide variety with this small sum, the girls succeed very well. Muffins, corn bread, oatmeal, eggs in various forms, hash, codfish, potatoes in different ways, make up a sufficiently varied bill of fare, They even make nice little pats of butter of their own churning, worked out in the churn made by one of the Indian boys. To the boys' skill in wood working they also owe their rolling pin. They keep their household accounts carefully and are very proud of their success in uniting comfort with economy. The Indian girls are also members of the regular school cooking classes under the charge of Miss Williamson, who has fourteen Indian girls, divided into three classes, under her instruction at the girls' Holly Tree Inn. An Indian woman must also know how to drive a nail in the right place and to hit it squarely on the head. She should be able to make a box, a table, a bookshelf, if she wants to have her Hampton surroundings about her; she must know how to put in a pane of glass, for she lives in a tepee no longer, and if the men are off 'rounding up" or in the fields at work, she must attend to domestic repairs. So Miss Parke instructs five classes of five Indian girls each in the simple rudiments of the carpenter's trade, as elsewhere mentioned.

# COLORED BOYS, 430.

The roll of colored boys gives 430 as the regular force for the year—a total, with 223 girls, of 653 colored students, boarders in the School and attending either day or night classes.

The duties of the Household Department which devolve upon the boys are in the Students' Boarding Department and the Teachers' Home, which come next on our list.

In the Students' Boarding Department, under the supervision of Mrs. A. H. Titlow, provision is made for a small army of over 600 students. Thirty-three tables are daily spread with abundant though simple food. While the question of expense must be strictly regarded, the aim is to provide as much variety as possible. Any reasonable suggestion of change is complied with, and the students understand that their comfort is carefully considered.

In the large, well lighted basement kitchen of Virginia Hall, nine huge steam kettles are constantly sending forth puffs of appetizing odors. Soup, broth, meat and vegetables are cooked in the great standing kettles, while hogsheads alone suffice to hold the potatoes and other vegetables when ready pared and sliced for dinner, and the students' fondness for "hash" may be measured by the gigantic hash and vegetable cutter which takes two boys to work it. Two large brick ovens do the baking, together with the Reid oven in which 600 lbs. of beef are cooked to the students' Sunday dinner.

Beside the main Dining Room which seats the majority of the colored students, there is Macedonia, specially devoted to the work students, exciting the curiosity of all comers by its clasical name of mysterious origin, and application. There are also the two Indian dining rooms. Thirty-five waiters from the Normal School manage to discharge the table service with the greatest celerity-combined with punctuality at study hours and recitations. Two pantry boys have charge of the sweeping and putting the dining rooms in order after each meal when the dishes have been washed by the seventy-nine girls, specially detailed for this purpose.

The Special Diet Department is under the charge of Miss Judson, and here all students who are weak, ailing, and whose appetites do not relish their usual robust fare are sent by the doctor for a term of weeks or months as the case may be. More than twenty-five Indian boys and girls take one or more meals here every day. There are two tables, one or girls, the other for boys, seating respectively sixteen and

twenty-five. Two girls from the Night School are here every day and one boy waiter from the Normal School two days in the week. They serve the tables and carry out meals to the different buildings. During the month of February, when la grippe reigned supreme, 3.886 meals were sent out to the hospitals and dormitories.

The Teachers' Home, under the superintendence of Mrs. Gore and Miss Thern, has its own kitchen and dining room, where daily provision must be made for a family of 80. The regular force employed includes 9 day school boys who act as waiters, coming in only at meals, and 10 night students. These latter are on duty all day from 6 a. m., and usually have a recess of two hours in the afternoon, 2 days each week: 4 are employed in the pantry and 2 in the dining room as carver and assistant; and the other 4 are cooks, one being head waiter and always holding his position for a

No regular help is employed from outside in the Teachers' Home. An occasional woman for house cleaning, but Normal School boys do much of that on their work days, attending to halls, stairways, windows, etc. The care of teachers' rooms devolves upon fifty girls, the few gentlemen being cared for by boys, and the pay, \$2 a month, is charged

to the T. H. labor bill.

The Teachers' Home draws its supply of vegetables and fruit directly from the farm and is charged a lair market price, often obtaining poultry and eggs from the same source. The Girls' Garden also supplied vegetables during the past season. All these facts, the student labor, etc., tend to make the showing of figures seem large. If servants were hired and all provisions purchased outside, the figures would be much smaller, but they would represent hard cash, whereas now, but a small part is actual outlay of money. The tale of one barrel of flour in 5 days seems insignificant as compared with the students' kitchen, where the entire contents of a barrel are consumed in one baking of 85 to 100 loaves, and not less than 3 bags of cornmeal will suffice for the cornbread, which is served to these hungry workers twice a day. Eighteen gallons of milk daily come to this department for which is charged 25 cts. a gallon. What is not used goes to the student's breakfast.

The most rigid economy is practiced in this spacious, well-equipped kitchen as well as in the Students' Dept. where cooking is done on a larger scale. The boys are willing, efficient workers under capable direction. They learn, valuable habits of promptness and regularity and are taught to prepare wholesome, nourishing food in sufficient variety and attractiveness to tempt tired, hard working people. Every scrap is utilized to its full extent and it seems difficult to find a loop-hole of waste where want can possibly creep

in.

The Boys' Holly Tree Inn, where the boys go for a quiet, pleasant half hour to enjoy a little change of scene and a friendly bit and sup together, keeps three boys on duty: 2 as waiters, from the day and night classes, respectively, and an ex-student as cook.

### INDIAN BOYS, 91.

The Indian boys are given very thorough technical instruction in the use of carpenters', wheelwrights' and black-smiths' tools, in order that they may be able to make and repair everything that their knowledge of civilized life will make essential on their return home, where at a distance from towns they will be thrown on their own skill and resources. Each Indian boy receives this technical outfit. He may then choose any trade that he prefers and pursue it in the Training Shops and other departments, or he may take the course in agriculture.

The number of Indian boys enrolled on the 1st of November, was 91; which, with the 37 Indian girls makes a

total of 128 Indian pupils.

#### TRAINING SHOPS.

Under this head fall the Harness Shop, Shoe Shop, Paint Shop and Tin Shop.

The Harness Shop is under the charge of Mr. Wm. H. Gaddis, now foreman in the very place where he learned his trade. He employs 6 Indians and 3 colored boys. Of the Indians, 3 are half-day boys, working one half of every day, while three work 2 days in the week. Of the colored students, 2 are regular apprentices on full time, attending Night School, and the other is in the Normal School and works 2 days in the week. The fine work produced by this shop during the year has been 4 sets of double, 6 of single brass and nickel mounted express harness, to the order of Mr. John Wanamaker, of Pniladelphia.

In addition to this, the shop has produced on private orders from Washington and the Sandwich Islands, I set of double carriage harness and 3 sets of good buggy harness, besides 10 sets of common buggy harness. It has also done a reasonable amount of repair work and carriage trimming.

A new feature in this department is the stitching class of colored boys, which meets one night in each week to learn to stitch leather. It was opened in December with three members, but is now reduced to one, though Mr. Gaddis hopes for a speedy increase of numbers. He says that the difficulty in this department is to get enough work for the beginners. There is plenty for the advanced boys to do.

The Shoe Shop, under the charge of Mr. J. E. Smith, foreman, a former student who learned his trade in the shop,

employs 5 Indian boys and 8 colored students. Of the Indians, 3 work 6 half days in the week, and 2 work two full days, while of the colored boys, 6 are regular apprentices, attending the night classes, and 2 Normal School students work two days each week. Of the latter, one has learned his trade and is a competent workman.

The shop has made since June 1st, '91, 1,060 pairs of shoes and has repaired 3,090 pairs for the students and officers, besides doing a great deal of new and repair work on outside orders. The work is of good quality and the boys

are interested and diligent.

The Paint Shop, under Mr. J. F. La Crosse, foreman, employs 6 Indians on half time, 8 Indians, 2 days each week. and 3 colored students, 2 on full time and 1 working 2 days a week. All the new work that is made in the "farm shops," is finished here as well as what comes from the H. I. Works and the Huntington Annex. The sash glazing on special lots of sash made by the H. I. Works, as well as stock lots, is done here in the sash house where formerly instruction in bricklaying was given for one year only The need for instruction in plastering and bricklaying seems important, but it has been necessarily abandoned for the present. All the kalsomining, paper hanging, varnishing new furniture and upholstering necessary for the School, has been done by this department. The Wheelbarrow Shop contains barrows and wheels of brilliant colors, undergoing treatment, as the first step towards carriage painting. In the storehouse are a farm wagon and 3 grocery wagons, painted by the boys of this shop. The stripes on one grocery wagon are done as by an expert and are the work of the colored day student. The Indian boys are steady workers, and will make good mechanics. All do well. "Regular as an eight day clock," says Mr. La Crosse, of one; "he takes instruction and profits by it."

A carriage body, in process of restoration, is intended when finished, for exhibition of the skill of these young knights of the brush. The process of "rough stuffing" and subsequent applications of ivory black and flowing-body warnish was fluently explained until the mystery of high city charges for repainting coupés and dog carts was solved

to the edified hearer.

The Tin Shop, under Mr. E. E. Woodward, Foreman, thas had since Oct. 1st, 2 colored students on regular work; one is a night student and works every day; receiving \$10 a month; the second has finished his 3 years' app enticeship, taught his Middle year, and is now a Senior, working 2 days a week at his trade. He receives a \$1.25 a day. One Indian, who worked well all through the summer, having resumed his studies in the Normal School, Oct. 1st, and being Janitor of the Wigwam, works in the shop on and off, as his duties permit. There is constant repair work to be done for the School, and all the tin ware of the household is here made as good as new.

The force of students under instruction in the Tin Shop is smaller than for some years past. There has not been so much demand for student labor, no new buildings having been put up recently. During the summer, 2 Indians worked with 3 white outside hands under the direction of Mr. Woodward, and when the Indians dropped out on Oct. 1st, for the Normal School, the 2 colored boys now employed took up the work with excellent results.

The work on the School buildings during the year has comprised roofing the Rose and Hemenway cottages, 2,200 tt. of roofing for the H. I. Works, and hot air piping for the Saw Mill; tinning the roof of the Students' Laundry and connections, 1,900 ft. of roofing on the bone house, 2,500 ft. on the boiler house of Engineering Dept., tin roofing the new

slaughter house and 1,600 ft. of roofing for an outside order in the vicinity.

The Knitting Room, under the direction of Mr. F. N. Gilman, the Treasurer of the School, is directly superintended by Mr. Edward Jones, foreman, and employs 11 colored boys. Of these, 4 are night students working on full time, 1 works one-half of each day and goes to day and night classes, being in the Pastors' Class, and 6 are Normal School students who work 2 days each week.

This department knits mittens entirely and works on contract for Pratt & Co. of Phila. The daily tale, when the whole working force is on duty, is 40 dozens, and the average make in a year about 10,000 dozens. Yarn is supplied, and the School furnishes machines and labor for its share. The work is paid by the piece, and a good worker can make 3½ dozens a day, which nets him 80 cts., thus making his \$20 a month, \$10 of which pays his board, the rest going to his credit, and forming an entering fund for the Normal School at the expiration of his first year's labor, when two days' work a week must suffice him.

This branch of work has been established for the purpose of giving remunerative labor to the unskilled hands who apply for admission to the School, and for whom there is no room in the already over-stocked shops, where others

are learning the trades.

When the mittens come from the machines, they have to be finished and packed, and this work is done by outside girls. They receive only 5 cts, a dozen. It has been decided that this does not pay enough for girls who intend to enter the Normal School. In one year's working, they could not make enough to lay by the necessary balance. No school girls have been employed as knitters in 3 years.

The Printing Office, in charge of Mr. C. W. Betts, employs 9 colored students, 6 Indians, and an outside working force of 5 colored graduates and ex-students, and 5 white assistants. The office had a white foreman last year, but, this year, has been running without any foreman at all, and

has accomplished about as much. The work has varied little from the last report; there has been some local competition, but the results on the whole have been satisfactory. The Visitors' Guides to Hampton and the Soldiers' Home are printed here, also the Home Bulletin, which is largely sold on the newstands of Old Point and Hampton. The William and Mary College bi-monthly is issued in very good style. The office does a great deal of general mercantile printing, all the bills of fare for the Hygeia Hotel and much miscellaneous work, besides the regular printing of the Southern Workman and Hampton School Record."

The colored students are on apprenticeships of 4 years, and earn \$10 a month the first year, \$12 the second, \$14 the next and \$17 the last. The Indians are paid from 25 cents

to 75 cents a day according to their ability.

The regular apprentices, in addition to their pay which is credited, are allowed 25 cents a month in cash from the department, if their work is satisfactory. This allowance is increased to a dollar at the holiday season. Two of the outside hands are girl graduates; one, a piece hand who works at the case, making good wages and supporting her

family by her earnings.

The demand for skilled and competent printers seems to be on the increase. Mr. Betts has had applications from at least 4 different parties for men competent to take charge of offices. He had none whom he could spare that were far enough advanced. When apprentices go out at the end of 4 years, they are thoroughly qualified. This office gives no technical, amateur training, but makes regular printers who are all the time doing the work of a first class printing office. The Indians come in only two days a week, to gain a knowledge of plain type setting. The exception in favor of technical training is made with them because they have not been accustomed to such close confinement. Two Indians who learned the rudiments of the trade here are now working in the Cambridge Press, and several who left here with but little knowledge, have gone into small offices out West. Thomas Mann, a colored graduate is at the head of the Printing Dept. of the Tuskegee Normal School. The writer met him there as well as several other Hampton graduates, who, as teachers and in charge of various industrial departments, reflect great credit upon their Alma Mater. Principal Principal Washington speaks of his head printer in the highest terms. He is pushing and energetic, and the work of the office is so well done that it commands a great deal of outside custom.

The Hampton Press has stood upon its own basis, and has received little assistance from outside contributions. The first plant was directly from the School fund, but most of the type and other material are renewed out of the proceeds of the office. There has never been any specific contribution towards it save \$500 from an unknown, yet well-known hand, for the big press. The demand for miscella-

neous printing requires constant renewal of body type, though the office does not dispose of even its partially worn type according to the suggestion of a "Boston girl," who asked what we did with our type after we had used it once, "did we throw it away?" We would indeed like to pass it on to poorer offices that sorely need it, but our resources do not justify such beneficence.

It is the aim of the School, as an Agricultural College, receiving aid from the State and from the National Government, to provide ample facilities for the study of practical and experimental agriculture,

The actual labor on the farms under competent superintendence covers the first head, and regular instruction in the lecture room with experimental demonstration in the

open air are intended to embrace the second.

Mr. J. W. Hatch, of the Maine State College, has had charge of this latter department since January, 1891. During the past winter, forty minute weekly lectures have been given to a class of about 40 Seniors in the Normal School, and three Seniors who could spare the time have met their teacher on Monday afternoons for general talks on Agricultural science and some instruction in special lines of work. This is apart from the practical training received by the boys regularly employed in farm labor.

Lectures on agricultural science have been delivered during the year at the Gloucester Agricultural and Industrial School, Cappahoosic, Gloucester Co., Va., and there has been a class under instruction in the Indian department

of Hampton School.

Last year tri-weekly lectures were given to 150 Seniors and Middlers, and efforts will be made during the coming year to increase the working power and efficiency of this department. The lectures this winter have dwelt upon elementary geology, formation of soils and plant-growth, but from thence is a far cry to agricultural science. And it would seem that for an intending farmer who ought to become as intelligently versed in the principles as well as the actual working of his craft, one period a day during the whole of the Senior year would not be at all too much to devote to the science of land-tillage whose dignity and importance needs greatly to be magnified in the sight of those who are too apt to consider the larmer's life a mere make-shift only to be chosen where ability for trades is wanting.

The Negro's social instincts draw him to manufacturing centres, where a trade will bring him ample support, and he is prone to regard agriculture as a reversion to former conditions of poverty and depressing labor among the ignorant and degraded of his own people, while the Indian, both by nature and tradition is averse to the tilling of the soil, and he quickly feels the strain of long continued, arduous labor

n this as in other occupations.

Both these races need to be imbued with an intelligent knowledge and appreciation of the true worth of this much despised calling; need to be taught that the greatness of the land depends as much upon the intelligence of its farmers as on the wisdom of its statesmen, that to rule well and work well, a man must be fed well, and that he who sows a crop by brains reaps a double harvest. They must learn to see the wonders working by day and night in the world around them, and to feel that the man who walks close to nature in daily reverent s.riving to learn her secrets and obey her laws, shall inherit "the precious fruits brought forth by the sun, the precious things of the earth and the fulness thereof." Thus they will learn lessons of wisdom and gain stores of health and strength, which will be even as abundant a harvest as that which their willing arms have wrested from the soil which their careful labor has made a fruitful land.

To this end have been and will be directed the efforts of Hampton in this branch of teaching and the pupils are taught to realize that the good old days when Adam delved and Eve span, will now as then make the true gentleman.

The Greenhouse, under the charge of Mr. Hatch, employs one regular work student, who is detached from the day school and is doing his Middle year work in the Night School.

New stands with slate bottoms have been put in this year and the Greenhouse stock has been largely increased. The two large glass houses are filled with blossoming plants; great stands of pink begonias, heliotropes and Bermuda lillies greeted the Easter season. The sales during the month of March, exceeded the total of either of the two preceding years, amounting to \$223. This, it is calculated. will bring the receipts of the Greenhouse within the neighborhood of \$600 for the year. Cut flowers are sold largely to visitors and from \$10, to \$12, a week has been made in this way on the pier at Old Point, the monopoly of a Washington florist forbidding sales inside the Hygeia Hotel. summer, double blue and white violets were set out in larger quantity than ever before and have flowered finely: 2,000 plants were sold before Christmas. During the height of their bloom the violets picked for sale have averaged from 2,000 to 3 000, sometimes 4,000 a week. They are shipped to florists in Norfolk and Portsmouth and also sold by retail. The sale of plants, vegetables, etc., started by the Greenhouse, is also an important item.

The Home Farm, under the direction of Mr. Howe, is in charge of two graduate foremen, Mr. Geo. Davis and Mr. John Evans. The former is farm assistant and has general supervision of the Indian boys. This farm employs fifteen colored students that work all the year and attend Night School and a detail from the Normal School of twenty-five colored and twenty-two Indian boys. The colored students

are divided into five squads, each having a regular work day, while the Indians work half a day and attend school the other half. The Hemenway Farm, four and a half miles distant, is worked by nine students, under direction of J. C. Jourdan, a graduate, who is also the Night School teacher

of the boys employed on this farm.

Mr. Howe reports very good crops for last year on both farms, the loss of nine fine three year old colts on the Home farm, from spinal meningitis, being the chief discourage-The Home farm has in twelve acres of Irish potatoes, five of cabbage and onions, seven acres of early peas, seven of sweet potatoes, eight of oats, four of peas and oats for soiling cattle, seventeen of oats seeded to clover and red top, twenty-four of clover and orchard grass, ten of corn, six of fodder corn, two of kale and spinach and the balance of 110 acres in orchards, small fruits and vegetables of all kinds. The students gain here a practical knowledge of the raising and care of garden vegetables and general farm work, After early potatoes, peas. etc., have been gathered, fodder corn for ensilage follows, to fill two tubs of 150 tons By this supply lifty head of cattle can be carried over with one feed of hay each day.

The new slaughter house, asked for last year, and built through the generosity of Mr. George Foster Peabody, one of the School trustees, is very convenient, having in connection with it two steam kettles for rendering tallow and boiling bones—bone dust is used as a fertilizer on this and the Hemenway farm—and over thirty tons of bones have been

ground for this purpose.

The Hemenway Farm reports the spring sowing as 110 acres of corn, 100 acres of grass and clover, ninety-eight of oats. six of garden vegetables, twenty-four acres of poor land sowed with cow peas to be turned under to improve the land and the balance of the 550 acres in pasture. The grain and hay is fed to stock on the place except what is sold to the Normal School farm. The farm is steadily improving in productiveness. It is divided into five fields or "cuts," for rotation of crops and the aim is to get each to grow good grass.

The total amount of stock on both consists of fifty-two horses, mules and colts; eighty-four cattle and young stock; 100 sheep and lambs, 175 hogs and pigs, and about 200 fowls,

turkeys, geese, ducks and chickens.

The Farm Wheelwright and Blacksmith Shops under the Farm superintendence, are managed by two competent foremen, Mr. Corson and Mr. Milton, the latter a graduate. In these shops, an average of eighteen boys has beeu employed during the winter. Thirteen night students work ten hours a day and all the Indians work half days each week save one boy who takes but two work days. The average payment by the hour is six cents. Much of the work is made on order and if occasionally a little is made for stock it does not remain long.

Twenty-four pairs of cart wheels, sixteen new farm carts, six top market wagons, one dairy wagon, one platform spring, three ton, truck delivery wagon, and one spring dray have been made and sold at good prices, and one more of the latter vehicles is being made on order. For the spring trade there is a good supply on hand; besides twenty-six pairs of cart wheels, there are seven new market wagons and eight farm carts. In fine work, two buggies, and two light driving wagons in antique oak, are nearly finished. The fine oak cart, on exhibition in Marshall Hall, was made for the Richmond Exposition last October. The Shops are very busy in summer on repair work; in this line seven new cart bodies have been made. In winter the work is mainly in new stock for orders.

In the Blacksmith shop, under Mr. Milton, all the horseshoeing and the repair work necessary for the two farms is done with a generous supply of outside custom. Work in these shops was never more satisfactory, and all are doing

well and showing great interest in their trades.

The Engineering Department, under the supervision of Mr. G. Vaiden, furnishes power for the Huntington Industrial Works, Pierce Machine Shop, Printing Office. Gas Works Laundry engine, and supplies steam heat to all the School buildings. The plant consists of four upright, three horizontal and two water tube boilers. The latter two are of fine make and the supervisor desires to do away with Nos. 2 and 3 of the upright boilers and to substitute a battery of B. and W. boilers, which are expensive but well worth their price in the end.

Nine colored Night School students are employed by this department and sixteen outside hands, of whom one is an ex-student. Three students are allotted to the general repair work, including steam, water and gas. Two students take charge of the fine engines, Mr. Huntington's gift to

the Works which bear his name.

One student works as stoker in the fire room. Here are employed four outside men by day and two by night, in wheeling loads of sawdust and slabs. By day, five outside men are employed as firemen and during the winter months four are on duty at night, making a total of nine outside day hands and six outside night hands, including the "rollers" of fuel. To this must be added the ex-student who works about half a day, sometimes six to seven hours, being on duty elsewhere on the grounds. Mr. Vaiden is trying to work in a mechanical stoker for feeding the fires, to obviate the necessity of so much outside labor; he feels that much of the outside assistance, at present necessary, could be dispensed with if he could secure this machine, also the services of two or three more good working boys.

The Mill supplies slabs and sawdust to the fires of the Engineering Department, which for this food provision returns the motive power of the Huntington Industrial Works,

a system of give and take in which neither party remains the debtor and there is the minimum of waste and greatest economy of resources. When there is an abundant supply from the Mill, the furnaces need not use an ounce of coal.

There are two rooms for the storage of surplus sawdust, and when the stock of slabs runs short, there is a ten to twelve days supply of light fuel from this magazine. Yet even with this, there has been a great scarcity in the Mill supply this winter, owing to the detention of rafts through stress of weather, and much coal has been used in consequence.

The Gas House, belonging to this department, employs two boys and two outside hands. Here they attend to making gas, pumping water into tanks, making soap for laundry use, etc. The laundry engine requires the constant services

of one night student.

The regular and general repair work has been done this winter. Changes which may extend through a year or two

are planned for the steam heating apparatus.

The work of the Pierce Machine Shop, Mr. E. O. Goodridge, Superintendent, may be divided into 3 classes: 1st. Rough jobs of filing and chipping, and general instruction in the use and care of hand tools, including the use of the machines of the shop. 2nd, Drill work,—cast iron, wrought iron and steel drilling, counter suckings, reaming and tapering holes. Lathe work, making plain shafts, threadings of all kinds on steel and iron and tempering taps and dies. 3rd, Planer work,—all the flat working bearings of machines, such as lathes, tenoning machines, boring machines and any of the machines found in the shops.

On the first floor 6 colored boys are employed, all regular apprentices, night school students. Each boy has the care of the engine for a time during his course. During the past year some very good work has been done in making taps and dies, reamers, &c. The repair work on the School engines has given the boys a remarkably good chance of prac-

tical instruction by which they have profited.

An intelligent student who has nearly learned his trude said to the writer: "When anything is broken in the shop or is brought in for repairs, Mr. Goodridge makes a drawing of it as it should be, and if it is composed of different pieces, undraws all the pieces and then the whole, so the boys can understand how to make it. We have to learn the language of the pen."

All the steam, gas and water piping of the many buildings has hitherto been put in and kept in repair by the boys of the Machine Shop, but now the Engineering Department

has taken up this branch of work.

On the second floor, called the Carpenter shop, the manufacture of wheelbarrows and trucks has been continued. It has employed during the year 7 Indians and 1 colored boy, besides 3 regular outside white hands. 3 Indians work half

days of every day. 2 work two days each week and two work every day as does also the colored student. The two Indians, New York Oneidas, who are on hand every day, are working their way through and receive no government aid. They are thoroughly learning their trade and receive 75 cents a day, the same as work students. Last year, a brother of one of these worked at lathe turning, and the instruction he received was the basis of the knowledge which has gained him his present excellent position in the Edison General Electric Co., at Schenectady, where he is employed on lathe work in the pattern room. Another ex-Indian student learned while he was here to make wheels as well as any

journeyman and did a full man's work.

Any of the articles produced by the boys could be bought more cheaply than they can be made, but this work is all for the sake of their thorough technical and practical instruction. The work on trucks and barrows gives a knowledge of hand and machine labor on wood and affords a greater variety of practical training than any other single department, giving also to the boys of the paint shop an excellent opportunity, as the painting of wheelbarrows is the first step towards carriage painting. The axles for the trucks are turned and the wheels bored below in the Machine Shop. During the early part of April, 72 baggage trucks, taken from the raw material and completed within the space of one week, were shipped on a New York order for Scuth America and a dozen more are now on hand for Richmand.

The iron work for these useful articles is made in the Blacksmith Shop under the same direction. Here quite a variety of work is done in iron and steel, including all general repair work, rafting gear for logs, wheel tires, wheelbarrow braces, truck work, both new and repair, plough work for the Hampton Manufacturing Co., for export trade, and

all the tool work required for the shops.

The Shop has neither facilities nor patterns for constructing a complete plough, but makes all the wrought iron work promptly and satisfactorily. Since Jan. 1st 1892, all the wrought iron fittings for 1,200 ploughs have been made and an order for 1,000 more is in process of completion. These orders may now be expected to bring in considerable profit since a new bending machine has recently been purchased which aids materially in this work and is also of great value in bending the large, heavy truck frames. Another machine most essential to the work is soon expected, the absence of which has been a great drawback to the rapid and economical execution of work, a gigantic trip hammer by means of which one boy can turn out 200 coulters in a day, where it now takes two boys the same time to draw out 20 coulters, working as hard as they can.

This plough work, and in fact all the blacksmithing, is chiefly performed by students who have received their entire training in the work shops of this department. While the

plan has invariably been to utilize all the student labor possible, it is necessary to have skilled workmen on certain difficult parts of the construction. The assistance of these men obviates the liability of putting forth poor work and also enables the department to complete orders rapidly when the purchasers demand it. The scale of pay to outside white hands, is \$2.00 per day and upwards. The bulk of the products of the Pierce Machine Shop, is shipped to Baltimore, Philadelphia and New York commission houses. These firms in turn report to Cuba, South America and Australia.

The students in the Machine Shop as well as all the trade boys have instruction in mechanical drawing from Mr. F. L. Small, a graduate in the course of Mechanical Engineering of the Maine State College. One class, of which 3 colored boys and one Indian are from the Machine Shop. meets him every Saturday morning for 3 hours, and one class in the night school works under his direction for 2 hours every Friday night. After a year's instruction in free hand drawing, they accouire the knowledge of drawing instruments by making five plates of geometrical problems, all of which are given some practical application for the purpose of easily and firmly memorizing. This once thoroughly accomplished, then follows the plan and elevation of points, lines, planes and solids. From this point there is only one way to proceed and that is to specialize the course, making as many sub-divisions as there are trades. For a machinist, the course includes planes, projections and cross sections, first of the simple mechanical constructions, such as valves of different makes and the smaller machines of the shops, then of engines, engine lathes, milling machines, etc. Of this elaborat: course, how much can the students really master during their apprenticeship?

In a regular mechanical engineering course, it takes 12 weeks of freehand drawing, working 2 hours a day, 5 days a week and then to accomplish 5 plates of geometrical drawings, 12 weeks more, at 3 hours a day, 5 days a week. The now necessarily limited drawing periods do not epable the students to attain the higher work mapped out for the machinist's course. It would seem well, if possible, to limit the output of production in order to gain at least 2 entire half days for this teaching which should include lectures and

demonstrations about machinery.

The Huntington Industrial Works, of which Mr. Albert Howe is Manager and Mr. James Brinson, Superintendent,

present a very busy and animated appearance.

The improvements and additions which have been made by the direction and through the generosity of Mr. C. P. Huntington, now enable us to give to the students employed by the Works a complete education in all the modern ways of wood-working, from the sawing of the rough timber from the log, to the complete carpenter and cabinet work. The Works have in their employ 44 night students, who work every day, and 20 day students who work 2 days each week-All the students are colored. There are 37 outside hands, and of these 31 are colored, 3 of them being ex-students.

The H. I. Works are divided into three departments: 1st, the Saw Mill, where the timber is cut from the low, kiln dried, serted and piled ready for shipment or local trade. About 20,000 feet of lumber are cut each day. Each of the three drying kilns holds ten car loads of boards. From 8,000 to 10,000 laths are made a day. Within the last year about 5 million feet of North Carolina Pine has been cut. majority of lumber is shipped on contract to New York. While the Works supply lumber and laths to a good local demand, their largest local customer is Mr. Jacob Heffelfinger, the general lumber dealer in the town of Hampton. This Department has 30 students in regular employ, of whom 20 are night students and 10 are members of the day school. They receive for their work 80 cents per day, and are taught the cutting, turning and edging of lumber, the management of dry kilns and in general the working of a modern saw mill.

2d. The Planing Mill. This Department employs 9 students, 6 of whom are night and 3 are day students, working 2 days each week. They are paid 80 cents per day, and are taught the manufacture of ceiling, flooring, mouldings, the dressing of lumber in general and also the grading of lumber by the rules of the North Carolina Lumber Inspection, by which

all Pine of this section is sold.

3rd. The Carpentering and Wood-working Department, which employs 25 students, of whom 18 are night students, receiving from 40 to 80 cents per day, and 7 are journeymen, receiving \$1.50 per day. The term of apprenticeship is three years. For the first six months, the boys make their board only; afterwards they are paid by a varying scale according to ability, until, at the end of the third year, they are earning from 80 to 90 cents a day. During the last year of their term, they are given lessons inarchitectural drawing, one day in each week.

They also receive instruction in drawing up lumber bills and in making house building specifications. The apprentices are taught how to file saws and keep their tools in order and apply them in the execution of general carpenand cabinet work, scroll carving and turning in all forms. Here are made many kinds of house building material: window sashes, doors, blinds, mantels, mouldings, stairways and

interior work in general.

The alterations and improvements lately made at the Works have had a good effect upon the working of the students. They take hold better and seem more desirous of learning, realizing that they are now working in a modern saw mill. If they acquit themselves creditably in their position here, they know that they can fill similar positions in any other mill.

While financially the Works have not done as well as was wished nor as is hoped for in the future, yet the educational results of the year have been better than that of any previous record. The aim is to make men, not money. Yet, of course, the problem is always recurring, "How shall we feed all these mouths in the wilderness?" for the sinews of war must be supplied while these boys are being made into the men we desire to have all our students become.

Within the past twelve months one of our graduates has taken charge of the Industrial Department of the Kentucky State Normal School at Frankfort, becoming a member of its Faculty. This makes three of our graduates who hold positions of this kind, viz: Moses Davis, of the Kentucky State Normal School, John Carter of the Tuskegee, Alabama, State Normal School, and James Randolph, of the Texas State Normal School.

The east end of the addition lately made as mentioned above, is called the Huntington Annex, and is divided into

four departments, as follows:

1. The Primary Technical department, Miss Katherine Parke, in charge. Here twenty colored girls and twenty-five Indian girls, and twelve colored boys from the Whittier Primary School are given instruction in the use of carpenters' tools. They are divided into classes, the boys receiv-

ing two lessons each week and the girls one.

A box is the first article made, with cover and hinges complete. The smaller boxes have brass hinges but for the larger the pupils are taught to make leather hinges, to prepare them for life in places where hinges are not to be had for the buying. They learn to stuff and cover these boxes, a kind of simple upholstering knowledge very valuable in their distant homes. The next object made is a small cricket, then book-shelves, tables, screen frames, all useful articles which they are allowed to keep. This is found to stimulate interest and careful work. They learn glazing also. The aim of the teaching is most practical, avoiding all useless or merely ornamental work.

2d. The Technical Department, under the charge of

2d. The Technical Department, under the charge of Mr, F. L. Small, where are employed 17 students, 15 of whom are Indians. Here they are given instruction in the use and application of too's. This instruction is practically applied in the making of prettily carved souvenirs of cedar wood, for which there is some demand among the visitors at the School. Some very good work has been turned out

in the way of tables, screens, frames, etc.

In this department, one colored student has learned his trade and works full time. Of the Indians, 6 work two days in each week, ten hours a day; the others only half a day

each day, attending school the other half.

3d. The Blacksmith Shop, which, in connection with the Pierce Machine Shop, Mr. E. O. Goodridge in charge, employs 12 students, 5 of them Indians. Here they are taught welding, and bending iron, making bolts, setting wheel tires and making tools, hammering and tempering steel, and the use of power punch, shears and bending ma-

The Carpenter Repair Shop, in charge of Mr. I. 4te. Sugden. Here are employed 16 students, 8 Indian and 8 colored. In this department, the boys are given instruction in general carpenter repair work on buildings and furniture, and also in making new furniture for the School, and outside orders. Chairs, tables, sideboards, library desks, etc., are among the excellent work turned out by this department.

The entire number of students employed by the Huntington Industrial Works, and the Huntington Annex is 176.

of whom 118 are colored and 58 Indians.

In conclusion, under the head of miscellaneous labor. may be collected some detail work which brings in direct profit. There are 4 general duty men who handle freight at the School Wharf, 4 boat boys, 2 boys employed at the Hospital, one as janitor and the other as night nurse, 1 girl working under the doctor's direction, 5 night school girls employed all day in cottages belonging to teachers and officers, 10 janitors; 2 Indians at the Wig vam and 8 at the colored boys' dormitories; I orderly in the Principal's office, and 2 in the Treasurer's. Three night guards patrol the grounds from 9 p. m., to 6 a. m; 1 is a night student and the others outside colored men. The four regular day guards are on duty while the students are at meals and prayers, leaving buildings deserted. This is a part of the military duty of the School. On special occasions of holiday entertainments and Commencement, when extra guards are needed, volunteers are called for, who are paid cash for their services.

In the foregoing sketch of the School industries, accuracy in every detail has been the end sought. All departments are open to the closest inspection. The testimony of teacher and pupil agrees. The inquirer gives up the task of investigation, convinced that those who truly endeavor to profit by the advantages here given, and whose faithful work proves their earnestness, cannot fail to become useful

and valuable cit zens.

SUSAN DE LANCEY VAN RENSSELABR.

#### Social Life at the School.

When the school breaks up in the middle of June, it seems as it no one were left, but when we get accustomed to the change, we find that there still remains a school of almost three hundred, to be guided and taught through the long summer days. When the heat becomes intense, we take things more easily and thus find time to become better acquainted.

One great pleasure of a summer day is found in the halfhour after supper, which teachers and students spend on the green. All feel the influence of the lovely scene and no rudeness or roughness mars the peaceful beauty of the hour. Groups of friends gather, sometimes to talk, sometimes to sing, all happy, resting after the labors of the day.

During the summer, the "Tens" hold their meetings as regularly as during term time, and many pleasant surprises and simple pleasures are given by the teachers to their girls.

Every Saturday afternoon the "Chariots" carry two "Tens" with their teachers, to Buckroe Beach. These picnics are the great events of the summer and a vast amount of pleasure is crowded into a few hours. The long pleasant drive to the shore, the exhibitanting bath in the surf, the stroll up and down the beach watching the breakers and finding treasures of beautiful stones and shells, and the supper on the sand, all fill these girls so full of happiness that they sing every minute of the homeward drive. These Saturday afternoon excursions are continued until every girl has had a ride and a little time out of sight of school.

Sometime in the latter part of August, a Saturday afternoon holiday is given, when the young men are invited to a party on the lawn in front of Virginia Hall. About three o'clock the guests begin to arrive, and for the next few hours the lawn presents a lively scene. Supper is served out of doors, and by twilight a'l are tired enough to be ready to go to Evening Pravers.

In September, there being no "Night School," the Library is a favorite resort for those young men who are fond of reading, while those who prefer checkers, dominoes and other games, find the cheerful Y. M. C. A. rooms in Marshall Hall very attractive.

When school begins, the first of October, on every side one hears pleasant words of greeting; while there are homesick faces among the new arrivals, still there is such a spirit of kindness among the students, that the new ones soon begin

to feel at home, as they learn the ways of the school.

As soon as possible last October, the Circles were re-organized, and during the term these little bands of ten girls with their teacher have met regularly once a week for work and again on Sunday for a quiet talk or Bible reading. Every girl in the school belongs to a "Ten" and many pleasant friendships are thus formed and much silent influence for good exerted in this freer intercourse between teacher and pupil.

Until Christmas all the"Tens" were busy preparing Christmas boxes, to be sent to students and graduates who are teaching in the South and West. As we are dependent on the boxes and barrels sent us by our kind northern friends for the materials for these boxes, it requires a good deal of ingenuity to turn everything to the best advantage, but while doing this, useful lessons in thrift and economy are being learned. The "Tens" are always ready to "lend a hand" and

to help wherever they are needed.

Early this term, a Social Gathering was held in the Gymnasium, for the purpose of getting acquainted. Every one wore his or her name plainly written on a piece of paper and pinned on in a conspicuous place. This created a great deal of amusement and helped all to pass a very pleasant evening.

On the first Saturday of every month, the Temperance Soty gives a musical entertainment, either in Virginia Hall Chapel or in Academic Assembly Room. If at the former place, all the girls are allowed to have escorts, but if at the latter, only Senior and Middle girls have that privilege. Very sociable times are these meetings, and the walk between Virginia Hall and Academic, although but a short one, is lengthened as much as possible by a slow and dignified pace.

Other Saturday nights are filled by little companies in

various available places.

Let us make a tour of the grounds on one of these Satur-

day evenings.

In Academic, we find two colored Debating Societies, each intensely interested in arguing on some important question of the day, In Science Building, we will visit a brightly lighted room, where several teachers are entertaining Co. E. of the Battalion. A lively crowd it is, when off duty, ready to enter heartily into the games proposed. We must not be enticed into too long a stay, but must haste to the Industrial Room. Here we find a "Ten" entertaining a Sunday School Class of boys. When we enter, most of them are hilarious over a game of bean bags, while a few are busily popping corn over the gas stoves for refreshments to be offered to the guests, later on in the evening. We decline the urgent invitation to stay, for we wish to visit the Reading Room of the Library, the Y. M. C. A. Room in Marshall Hall, the Recreation Room, where two Sunday School Classes have been invited to meet their teachers, and Winona, where the Indian Debating Society is holding a public debate on the question 'Resolved, That steamboats are more useful to this country than steam-cars.,' We become so interested in the discussion of this question, that we stay, until, to our surprise, we hear the first retiring bell ring and realize that we have lost our chance of going to several other parties to which we had received invitations. We find ourselves pretty tired with our evening's round of pleasure, but not too much so to listen with a great deal of enjoyment to a serenade under our windows, given by the "Boys of '91", a club of very sweet singers.

Many of the Saturday evenings thoughout the term are spent in the way that has been described and these little parties are the most enjoyable, and the most profitable of

all our social gathering.

... r. ..

Our last Thanksgiving day, although cloudy and dark, was

pleasantly filled by the usual Thanksgiving Service in the morning, by an entertainment in the afternoon prepared and given by the students, and by a "Social" in the Gymnasium

in the evening.

An unusually good dinner helped to put every one in excellent spirits, notwithstanding that the storm prevented the usual out of door sports. The programme of the afternoon entertainment, consisting of speeches, recitations and music appropriate to the season, was carefully chosen and well carried out. The evening social was a question and answer party. Every young man was provided with a question written on a card, and as each girl was supplied with a card having an answer written upon it, the fun of the evening was to get the separate questions and answers together. Sometimes this was easily done, but often, a good deal of patient searching was needed before the correct answers could be found. Later on in the evening all the questions that had found their answers, "fell in," for a grand march, and a long line it proved to be.

During the month of December, such invitations as the following were frequently given for Saturday evening. "The Loving Endeavor Circle invites Miss L's Sunday School class to a candy bag party in Science Building." These were very funny times, for the boys made the gay little bags under the instruction of the girls and then contributed the money to buy candy to fill the bags, which were then ready

to go into some Christmas box.

Our Christmas Holidays began Christmas Eve. by a panorama of Pilgrim's Progress, which was greatly enjoyed by the students. The vivid pictures and the earnest impressive voice of the speaker, who told the story of Christian's trials and temptations on his journey to the Celestial City, made a deep impression on the minds of both colored and Indian students. As a preparation for this evening's enjoyment parts of Pilgrim's Progress had been previously read in the reading classes.

Christmas dawned, dark and cloudy out of doors, but bright with pleasant words, kind wishes and Christmas

gifts within.

Through the kindness of our Northern friends, we were able to give each student some pretty or useful gift. In the afternoon the debating society entertained the school by holding a "Mock Court" and in the evening the usual Social Gathering took place in the gymnasium, when games and marching furnished amusement to all those who wished to enter into the fun. The day after Christmas was bright and fair, and in the afternoon, there was a pleasant gathering of young men and maidens on the lawns in front of Virginia Hall and Winona, when croquet and other out of door games were thoroughly enjoyed by those who have so little time for play that they always make the most of every opportunity.

As New Year's Day is also Negro Emancipation Day, it was suitably celebrated by a gathering in the Chapel in the afternoon, when appropriate speeches and recitations were given. As is usual on all holidays, all were invited to a

"Social" in the gymnasium in the evening.

The Eighth of February, being Indian Citizenship Day, was celebrated by an entertainment given in the afternoon by the Indian students, to which every one was invited. Historical characters of special interest to the Indians were well represented both by suitable costumes and speeches. A number of visitors from Washington were present, people who are active and influential in Indian affairs, so we had the privilege of listening to several spirited and encouraging addresses.

Washington's Birthday was more fully celebrated than usual this year, although, on account of the inclemency of

the weather, there were no out of door games.

In the afternoon, the Middle and Junior Classes gave an entertainment in honor of the day, the programme consisting of patriotic speeches, recitations and music. In the evening, all the school were invited to the Gymnasium.

Honored and distinguished guests were present, thus adding greatly to the enjoyment of the occasion. Foremost among these guests, were General and Lady Washington, also many brave Revolutionary officers and their wives. The old-time costumes were effective, and graceful manners and courtesies were not wanting to complete the illusion and to make us feel that we had suddenly gone backward a hundred years or more to the time of silver knee buckles, powdered wigs and queues. An object lesson of this kind often makes a more vivid and lasting impression than a recitation of history in the class room.

Following close upon Washington's Birthday came Longfellow's Birthday, which was duly celebrated by a Saturday evening entertainment consisting of recitations of some of Longfellow's shorter poems, and selections and tableaux from Evangeline, Hiawatha and Miles Standish's Courtship.

This also was very enjoyable and instructive.

Besides the various gatherings that have been mentioned there is the daily meeting in class-rooms, work-shops and dining hall, so that there are many opportunities for pleasant intercourse. Not many rules are needed to maintain good order, for the public sentiment of the school demands that

all things should be done with propriety.

The students respond readily to efforts made by teachers to make their school life a happy one, and are learning that much depends also upon themselves, so by pleasant words, bright smiles and kind deeds to their schoolmates they are doing much towards answering the difficult question: "How can the Social Life of the school be made pleasant, impreving and profitable?"

EMMA JOHNSTON, Teacher.

### Report on Graduates.

Eight hundred and two names now stand upon my books, seven hundred and five being graduates, the remaining rinety-seven under-graduates. Of course this latter number by no means represents the whole number of under-graduates in the field, but it includes some thirty members of the Senior class, who for some reason or other left the class before graduation. Of these eight hundred and two there are about thirty whose address cannot be learned and to whom, consequently no letter can be sent. The frequent changes which many of our graduates make, render the work of keeping track of them very difficult, as they seldom think to report such changes at headquarters This year, however, comparatively few letters have at once.

been returned to me "unclaimed."

Since October, '91, I have heard directly from a little less than two hundred, leaving at least two thirds of the whole number still in my debt as regards letter writing. trust they pay their other debts more promptly. Of the one hundred and ninety-three from whom I have heard, one hundred and twenty-two were teaching at the time of writing, or about to do so. Eleven are pastors or preachers, combining in most cases teaching and preaching, and one young man, who has two churches to look after and helps his wife teach, manages to send in as good a report of his "crops" as if he did nothing but farm. One of our earliest graduates is a Sunday school missionary in the Presbytery of Southern Virginia, a later one is general missionary of the Baptist Home Missionary Society. We have one graduate practicing medicine in Knoaville, Tenn., and four more studying the healing art, one at Yale, and the others at Shaw University. Two write that they are "practising law," one of them is also post-master in a South Carolina town.

Lincoln, Howard and Yale have Hampton boys study-Some five or six are attending high schools and academies at the North. Several of our young men are filling responsible positions; one in the Post Office Department in Washington, another in the Long Branch and N. Y. R. R. office; others in large business houses in Boston, New York and Yonkers, and one as foreman of the S. W. Improvement Co. of Virginia. This latter young man writes thus modestly: "Though a man is not in the front rank he may do a good deal towards holding the foe at bay. I am here in this mining country. Though it is rough, I can say that we have the only school house built by colored people alone, and costing nearly \$4,000." I have just learned

that this new schoolhouse has been burned.

But to return to my list, Montana has three of onr "boys", one in the 10th Cavalry, one a member of the United States Infantry Band, and the third a clerk in a store working with the ultimate purpose of "going to school

again."

A graduate of '89 is one of the Hampton band of workers at Tuskegee, and is "teaching carpentry, building, also painting." He says, "I have had direct charge over as many as forty-two men and boys at one time, many of whom were many years my senior." In referring to the other Hampton graduates there, he says, "They stand at the head of all the

departments save three".

Just here I cannot refrain from expressing the interest and delight with which, a few weeks ago, I listened to Hampton's honored son, Mr. Washington, as he told of the admirable work which he and his associates, fifteen of whom are Hampton graduates, are doing in Alabama. On a somewhat smaller scale, but with equal earnestness of purpose, other sons of Hampton are laboring to carry out the Hamp-Rev. James S. Russell in his Norton idea of education. mal and Industrial School at Lawrenceville, Va. Mr. Wm. B. Weaver, in Gloucester Co., Mr. John R. Hawkins at Kittrel, N. C., and Mr. S. C. Carter, at Staunton, Va. A graduate of the class of '90 is connected with the Florida State Normal School at Tallahassee, in the Agricultural department. Another one of the same class has established himself "as a complete tailor" in one of our Southern towns, where he finds the work forthcoming more readily than the money for it.

Of those of whom I have spoken as engaged in teaching, nearly half are young women. Thirteen more write of their duties as housekeepers and mothers; one has given up teaching for dressmaking, one is a trained nurse, and four or five others are now training for that profession. It is good to see the earnest and self-denying spirit of our girls. I believe that many of them could truthfully use the words of one who wrote, "I did not seek for an easy place, nor for a hard place, but the place where I thought I could do the most good." J. W. of '88 writes, "I have bought a lot and have had a schoolhouse built on it. It is 23x13, cohtaining

two rooms, three doors and four windows.

I have a black board, a table, four benches and a broom All these were given me by the children's parents. I wanted to do something to help the people in the part of the town where I live, so I knew of no other way out buying my lot and having a house put on it. I am paid directly by the children's parents. Of course there is not anything to be made, but I do it in order to help my race. I have opened a reading room for the benefit of the young people. I lend them books, papers and magazines to read, and one night in the week, they are allowed to play games." This is her summer work. In the winter she goes to another place to teach a county school. It would be easy to multiply instances of the faithfulness of our graduates to this idea of helping their race. Those who have felt obliged to leave the work of teaching for some more lucrative employment, often express regret that they can no longer teach. A graduate of '81 who is in the employ of the H. R. Railroad writes from New York, "We see a good many Hampton graduates here, who have given up teaching as they cannot make a iiving at it. It is bad indeed, but surely true that we all love to teach, but cannot do so when we have a family to support." This same young man writes of the sad death of John W. White of the class of '87, who was killed in the railroad accident at Hastings, on Christmas Eve, 1891. Other deaths during the year are Mrs. Maria (Chappell) Turner '89, and Charles Picotte, '87.

Since my last report sixteen of our graduates have been married. One in the class of '74, one of '76, two of '77, one of '80, three of '81, three of '82, one of '87, two of '90 and

one of '91.

May I refer, in closing my report, to the tender interest and sympathy expressed by the writers of some of these letters, for their beloved Principal? Most of the answers to my circular letters had been received before his illness, but, in those received since then, there are such words as these, "There are thousands of prayers going up for him daily. We feel we cannot let him go. And yet when could we feel that we could spare him!" "Never from that day to the present have I forgot to remember dear General Armstrong, in my public and private devotion. Really I did not know much I loved him until since he has been sick." "I am very gla! that our dear General Armstrong is doing so well. I pray for him every day."

I am sure there is not a son or daughter of Hampton that would not join in an earnest "amen" to such prayers.

I am sorry to leave two thirds of our graduates unreported, but what can I do about it, if they will not report themselves to me?

ABBY E. CLEAVELAND, Correspondent.

## Departmet of Graduates' Reading Mater.

The scarcity of books and fresh food for thought in most of the small places where our graduates work, is shown in a letter received from one of them not long ago. "Please send me something to read. I have almost devoured every word on the newspapers that cover the walls." So writes one of our bright girls, ager for help in her work as a teacher. Her hungry appeal represents the feeling of the best of our graduates and ex-students, who are constantly realizing that only "a full man makes a ready man," and that, without inspiration from books and papers, the average teacher soon falls behind.

Our proof of the rapidly advancing civilization among the well educated colored people is that they like good reading, but there are many, and they are still the large majority, who need to have a taste for reading cultivated and encouraged. The numerous boxes and barrels sent to the graduates by our kind and faithful friends in the North sup-

ply both these needs.

At the beginning of this year's work, with every package of papers was also sent a printed postal, asking every graduate to state what kind of reading he preferred. In many cases the answer was, "Everything must be good that comes from Hampton," or "Please choose for me;" but others wrote for Educational Journals, Sunday school papers, the Forum, Popular Science Monthiy and other good magazines. Favorite papers are the Christian Union, Congregationalist, Sunday School Times, and Independent, all religious papers are acceptable. The Youth's Companion and St. Nicholas always hold their own, and the Ladies' Home Journal is frequently asked for by housekeepers and mothers.

I have been especially grateful for all the fresh, new matter sent, and it would be a great help if those of our friends who cannot send boxes or barrels, would mail to the Graduates' Department every week some new paper or magazine. Quite a number of people have adopted this

plan and deserve warm thanks.

In many places, the people are very poor and the teacher writes for clothing to distribute among them. Not having many clothes at our disposal, we have only been able to send one or two barrels to the most needy, who have been

very glad to have them.

It would not be fair to our graduates if I failed to express their deep interest in the welfare of the School and its principal and teachers. Ever since November, great sorrow for Gen. Armstrong's illness and earnest prayers for his recovery have been found in every letter sent to me, and those of our graduates who take the SOUTHERN WORKMAN, have read with joy the good tidings of his rapid and wonderful return to health.

I have been greatly impressed with the earnest purpose shown by our graduates and also by their wonderful patience under difficulties and their determination to conquer them. One graduate wrote to me recently that a school house, just completed, had been burnt to the ground. Those who saved the money to build it, are not discouraged, and the leader in the good enterprize writes to know the smallest cost of lum-

ber necessary to rebuild.

Many of us might take a lesson in clear grit and pluck from these resolute people. One of our girls, an undergraduate, obliged to leave school on account of her health, has yet preserved the divine fire in her heart and burns to create a little Hampton in her neighborhood. She is a teacher and true missionary, and has just sent two boys to our school, paying their way here, as their parents were unable to send them. She talks of having an "Institute" next Fall, meaning, I suppose, to get together the teachers near

at hand and discuss ways and means of improvement for

themselves and others.

Such evidences of earnest labor are not at all uncommon, and our graduates, middlers and ex-students are greatly helped, they say, by signs of remembrance from Hampton, where most of them received their highest and most lasting impulse to work, not only for themselves, but for others.

At the suggestion of one of our visitors, Miss Mary Lord, an appeal has been made to many of our teachers to form Bands of Mercy in their schools. Several of them have started the work, and another year, I hope, it will be carried

on with still greater earnestness.

ANNA L. BELLOWS, Correspondent.

#### Returned Indian Students.

Since last year the record o' the returned Indian students has not materially changed; we still see from the figures drawn from individual records that "four-fifths do well," or to be more exact, eighty-five per cent according to the figures this year.

The grading is probably as correct as it ever can be.

Last spring the Senate demanded a very full report of the returned students, covering their history, not only since their return, but before coming to Hampton. As no particular record had ever been kept of individuals previous to their coming, we were obliged to send out blanks, one or more for each returned student, living or dead, and ask agents, missionaries and others best qualified to respond, to do so. To the official questions we added others to complete the record, in regard to industry, character, influence, and marriage relations. In most cases these were quite fully and satisfactorily answered, though occasionally authorities disagreed in regard to facts and opinions, and the standards by which character was weighed were evidently widely different.

To these official reports I added five months of personal investigation in the summer of '91, making it a special point to look up doubtful cases and to visit individuals as far as possible in their own homes, at their own tables, among their own friends, or wherever I could to the best advantage study their problem from the practical end.

The result was on the whole most encouraging. I saw much of poverty; much of sickness and lack of care; much of the degradation that comes from a savage life restrained only by force of circumstances; somewhat of heathenism, somewhat of drink and other adopted vices, and a great deal of discouragement and hopelessness. And yet, on the other hand, I saw these young people, some of whom we had never suspected of such power, making a stand

for what they believed to be right, with a strength of purpose that goes to show that the Indian's traditional heroism

is not a lost virtue after all.

We, who are surrounded by a civilization that calls forth every ambition to be and to do according to the latest fashion in matters of every day life, find it difficult to see why the Indian boy or girl does not do just what we, in our ignorance of ourselves, think we would do under the same circumstances. And this is where we err in our judgment of them, and fail to appreciate how strong a word "good" is when applied to the records these young people make. Many of our customs in dress and living do not commend themselves to our own best judgment, and yet these pioneers in civilization must adopt them themselves and urge them upon others. If they are so fortunate as to have grown into our civilization, through several years of contact with it, the matter is simple and easy; they will naturally gratify what has become a necessity, or a taste; but where the children are well grown before coming into the new way of living and are permitted only to remain a short time in it, then life becomes a constant struggle between principle and inclination, and it is here that so many have shown true pluck and character.

A boy who plods on at a trade, or on a farm, with poor pay and little encouragement, when in the more congenial work of herding he could double his salary; who persistently refuses to indulge in any of the less objectionable Indian customs because he is not willing to throw his influence at all on that side; and who is patient and kind and considerate to those with whom he disagrees, may not shine on the "excellent" list, or make a striking record on paper, but he is none the less truly brave, and with a bravery that tells, too, in the long run.

The girl too who insists upon keeping a good home when its goodness is not in the least appreciated, and who wears the uncomfortable dress, shoes, hairpins and hat of civilization, when all the fashion of the place is to be comfortable in loose gown, moccasins, and hanging braids, with head unhampered by the breeze-blown hat, is to a certain extent, a martyr to principle also, and deserves to be appre-

ciated accordingly.

These may seem little things—mere trifles—but great or small, they are the real tests of character, and like the pro-

verbial straw show us what to expect.

In going over the ground in Dakota, that I had gone over almost as carefully three years before, I was struck with the improvements that met me everywhere. First of all in the towns adjoining the reservations. Some to be sure, have dried up entirely in the fearful drought of the preceding years, and seem to have blown away, but others, strong enough to stand the storm, are flourishing. Railroads are rapidly coming nearer and nearer the reservations. Individual

allotments have been in most cases made to the Indians and the surplus land taken by white settlers. Civilization is making long strides toward the centre of the forbidden country. The Indians have scattered out upon their own places more rapidly than was at one time thought possible. Many have their little homes and farms and herds well started. The "progressives," as those who have taken a stand for civilization are called, have, in most cases, formed little nuclei of civilization at different points, planning and working together. They have organized societies for mutual help and encouragement, and have clubbed together to buy expensive farm implements and valuable stock by which to improve their own.

It is in these progressive settlements that the returned students are found in full force; at Standing Rock, Crow Creek and Lower Brulé in the Dakotas, and Omaha in Nebraska, this encouraging feature is most noticeable. In these places the sentiment is so strongly progressive, through the large number of students returned, that there is now little danger of the much dreaded "return to the blanket." As Hampton students, they help and encourage each other; when one falls, the rest go to his rescue and help him on his feet again. In these communities Hampton students are teachers, preachers and leaders generally, and fortunately, in most cases, have wise helpers in agent or missionary.

Their homes are of the better class. The one-roomed log house is still the unit of comparison on the reservation, and must be until the railroad brings lumber nearer, but in many cases rooms have been added or new frame cottages put up. The family lile and home comforts have greatly improved too. The children—and there are such hosts of them—are almost always well kept and fairly trained. This is really the most encouraging sign for the future, for no matter how poor or how careless are the parents, the children are generally clean and always dressed in garments

of civilized pattern and make.

In the churches one also sees progress in the general appearance of the congregation. The men are better dressed, and the women and babies show similar signs of progress. There are more hats on the women's side of the church than there used to be, and it is not unusual to find a whole family occupying one pew, regardless of the unspoken rule which divides the congregation according to sex.

A representative of the school who appears at any place where there are returned students, finds not only a warm welcome for old times' sake and his own, but many urgent requests to take back with him relatives and friends for whom the ex-student desires advantages similar to those he

himself has received.

The feeling of the old people in regard to education has changed very much and there is now very little opposition to education even among the older element.

This change of public sentiment has made the returned student's life much easier and his record better in many ways. He has been permitted to remain longer in school, and increasing his advantages has also improved the general record. This is shown too by the fact that 55 have returned for a second term here and that 71 have attended other schools West or East since leaving Hampton.

The records of each individual student was given to the Senate in December, and has since been printed by the government. The same will be published in a less official way in the Twenty-Two Years Work of Hampton Institute. Both these books will so soon be available, that it seems hardly

necessary to go into details here.

Summing up these records we grade them as usual, as ex-

cellent, good, fair, poor or bad.

The Excellent are either those who have had exceptional advantages and use them faithfully, or those who by great earnestness and pluck have won an equally wide and telling influence for good.

The Good—the great majority—are those who are doing their best and exerting a decidedly good influence, even though it may not be very wide. They must marry legally, be honest, industrious and temperate, and live a life which we can point to as an example for others to follow and improve upon.

The Fair are the sick and unfortunate, those who have had few advantages and from whom no better could be ex-

pected.

The *Poor* are these who have not done as well as they should; have married after the Indian custom.while knowing better; have fallen from weakness rather than from vice; and some who are recovering themselves after more serious falls.

The Bad are those who have done wrong while knowing better, yet with two exceptions, those from whom no better was expected. It is also a significant fact that not one is a full blood Indian.

According to this grading the record stands:

Excellent, Good, Fair,	77 ) 151 ( 58 (	Satisfactory, 286	} Total, 335.
Poor, Bad.	39 (	Disappointing, 49	

From this record we say that 85 per cent are doing as well as we could expect.

The returned students—31 of whom are full graduates from the normal course—are employed regularly as follows:

Teachers 9. School employes 9 -	-	-	_	81
Attending other schools		-	-	17
Attending higher schools in the East	-	_	_	5
Supporting themselves at the East	-	_	-	Š
Regular Missionaries 3. Catechists 12	-	-	-	15

U. S. Soldiers 6, Sco	outs 3, P	ostmasi	er 1, M	ail Cari	rier I,	II
Agency employés, v	iz:					
Physician 2, int	erpreter	<b>s</b> 4. issu	e clerk	t, polic	e 4.	
district farmers	2, in ch	arge of	stables	3. here	ders	
2, carpenters 16	, wheel-	wrights	and t	lacksm	iths	
7, harnessmake	rs 2, tins	mith I,	miller 1	-	-	45
Independent worke	rs, 116, v	riz ;				
Engineers 2, sur	rveyors 2	, lawye	rs 2, m	erchants	s 4.	
clerks 6, carp						
freighter 1, logs	_	-		-		
2, ranchers 5	_	-	_	_	_	43
Farmers	_	_	-	_	_	73
Girls married and in	n good h	ouses		-	- '	46
	_	_				-

We have this year seven students supporting themselves in the North and 5 attending higher schools. There will always be a few who are specially fitted for some particular branch of training in advance of what we can give them here, and success with such in the past has encouraged us to continue this course, helping only those who are enough in earnest to work the greater part of their own way. This experience has proved to be a broadening and character-building one of real value to the individual and to the work at large.

This year we have a young man preparing for a medical course, one, entirely independent of Government or charity, for a college course, and a young girl perfecting herself in a branch of art for which she is specially fitted; and another

year we hope to add to the number.

In all work for returned students we feel specially strong in the fact that we have such wise and able helpers in Dr. and Mrs. Dorchester on the ground, and Gen. Morgan at the administrative head of affairs. In every possible way they have lent their aid, encouragement and interest, and but for them much that is now success must have been failure.

To many missionaries, agents and other friends on the reservations the returned students and the school owe deep gratitude for counsel and help freely and wisely given them, and upon which both have learned to depend in any emer-

gency or difficulty.

For the encouragement of the friends and supporters of Indian education, wno through their interest and aid have made this increasingly valuable work possible, and on whom public sentiment both East and West will always depend, we point to the record these returned students have made, and expect them to join us in saying with all earnestness, "Yes, it pays; I'm glad I've done what I have. I'll do more in the future."

#### Librarian's Report.

The report on the Library work covers the months from October 1891 to April 1892, inclusive, the time during which

the present librarian has been in charge.

One of the most important principles of the Library was recognized as being that every book, picture, and other belonging should be placed where it might be of the greatest use to the greatest number. In accordance with this aim as many as possible of the reference books are placed where they are directly accessible to the students. A few shelves in the reference cases have been assigned to different teachers who belect from time to time books on special topics their classes may be at work on, and place them there, drawing attention to them by a notice on the bulletin board.

The Library is open daily from half-past eight to six, except for the half-hour between 12:15 and 12:45. It is also open Saturday evenings from seven to nine, and Sunday afternoons from one to half-past three. The last two occasions are the only ones when the night school students can visit the library, and they avail themselves most eagerly of the privilege. Despite the fact that Saturday evening is the only evening in the week for any social enjoyment, the library is always thronged with quiet, earnest young men, eagerly reading the papers and magazines or poring over dictionary or encyclopedia.

On other evenings when the night students are in school, and the day students having their study-hour, the senior class study-hour is kept in the library. This gives the class the use of the reference books, a privilege they appreciate

highly.

The kind of books chosen by the students, is always a great satisfaction. Fiction is comparatively little read, though some of the favorites—Uncle Tom's Cabin, Ramona, Ivanhoe, and Miss Alcott's and Mrs. Barr's stories—are well worn. Whittier's and Longfellow's poems are always in demand; in fact, the supply is almost laughably inadequate. Four copies of Longfellow's poems, and only one of them in perhaps, when a class of forty begins the study of his works and every member wants a copy from the library. Books on oratory or debate, and books of famous orations are eagerly sought for by the young men, as are also books on American history, and lives of famous generals and statesmen. These who are learning the different trades are constant in their demands for books about them.

The Library has had several valuable presents during the year, among them being a beautifully bound set of the Century Dictionary from our trustee, Mr. George Foster Peabody. Mr. Warren F. Draper of Andover, Mass., sent us in the fall, a large box of his own publications which have proved of great service to us. Another box has recently been received

from the Rey. T. K. Fessenden of Farmington, Conn. Seven hundred volumes in all have been added to the library since the first of October.

Thanks to our friends, our tables are well supplied with periodicals. We have ten daily papers, four from New York, two each from Philadelphia and Norfolk and one each from Washington and Richmond. The two Norfolk dailies we receive on the day of issue, the others one day late. Of the weekly papers, and magazines, a large number come as exchanges for the Southern Workman. All of them are well read here, and when they are taken from the tables on the arrival of their successors, they have by no means accomplished their work in the world. The more valuable ones are filed and in time bound; some are sent to the graduates' department; a daily and one or two weeklies are sent to the Holly-tree Inn. A package of daily papers is sent every evening to the night-school for distribution among the students there. Every week papers are sent to the school farm at Shellbanks, and a roll is sent to each of the cottages for the students' sitting-rooms. It is in these last packages that we find a place for the odd numbers of the illustrated papers with which our friends remember us from time to time. There is another place too, where they are welcome. During the grippe season, a stormy day would almost always bring a messenger from the hospital with the plea:

"Do send us some old papers-something bright and

cheerful if you have it."

We could almost always comply with the request, and send a few old "Youth's Companions" or "Harper's Weeklies" to the invalids.

The attendance in the Library has been steadily increasing from month to month. About three hundred books are in circulation all the time, the largest number drawn in a day

having been 64.

Figures however, can give but a very meagre idea of the real work of the Library. What this is one begins to see when sitting in the room after school in the afternoon when the students are at liberty and throng to fill all its available corners. Most of them, girls and boys alike, go straight to the daily papers on entering the room, and read them busily, pausing frequently to consult dictionary or encyclopedia. Others turn at once to the bulletin board for work assigned them, then to the reference shelves for their books. Soon all have found the books or papers they want, and the room is full of quiet, earnest workers, the silence unbroken, save by the turning of a leaf or the rustling of a newspaper.

LEONORA E. HERRON, Librarian.

### Medical Report.

The Health record of the School has been less satisfactory than for the past six years. During the fall and winter months, serious cases were constantly occurring, many of them malarial or complicated with malaria, three of them typhoid. During December and January the grippe was epidemic. In the month of December one hundred and fiftyone cases occurred, in January, sixty-one, in February ten, making a total of two hundred and twenty-two cases. One case terminated fatally, from a cardiac complication, being the only fatal case of grippe in the course of the three epidemics of the past three years. Continued fever has frequently followed the original attack of grippe and has given

several serious cases.

Seven cases of facial erysipelas also occurred in the win-Cases of the same disease occurred in the vicinity of the School at about the same period. In consultation with the leading physician of Hampton, the physician in charge at the Soldiers Home, and the Post Surgeon at Fortress Monroe, it appears that there has been no more sickness in the School than in the community outside, in proportion to the numbers. It has been a season of much sickness throughout the country. Typhoid fever has been more than ordinarily prevalent. There seems to be no sufficient reason for thinking that the cases in the School were necessarily due to local causes. Still it is evident that the most careful sanitary regulations are absolutely essential to the safety of a closely massed community like our own, The occurrence of any disease which may arise from bad drainage or other unsanitary conditions must be looked upon with suspicion and anxiety, as indicating a possibility of a great danger, the extent of which cannot be foreseen. The drainage system of the School and the condition of the water front are subjects of vital importance. Every sanitary improvement which has thus far been made in the School, has been reflected at once in the improved health of the students. The year preceding the building of the present breakwater was one of unus-The year following, while the water front was ual sickness. in better condition than at any subsequent time, the health record was correspondingly good. From that year, to the present year there has been a gradual return to former conditions and results.

As the town of Hampton grows, the School is in constantly increasing danger from sewerage deposited on our shore from that source. I would earnestly recommend an investigation of the condition of the breakwater and shore, with a view to radical improvement.

Eight colored students have been sent home on account of ill health, Five of these have been dangerously ill. An epidemic of tonsillitis in March and April gave one hundred and eight cases. During about the same period, an epidemic of mumps gave seventy-one cases. Measles entered the School, but was so isolated as to prevent an epidemic.

The health of the Indian School has been good. With the exception of Indian Territory students, the Indian pupils seldom show any sign of malaria. Two Indian Territory boys have had acute malarial attacks. No other acute

malaria has appeared among the Indians.

Pulmonary troubles have been less numerous and severe than usual. One Sioux Indian boy, from Crow Creek, has had an attack of pleurisy and pneumonia from which he now appears to be slowly convalescing. The history of Indians at this School shows that Indians from Crow Creek are pecularly wanting in physical stamina, and recovery in this case was hardly expected.

The last death of an Indian at the School, occurred in March, 1890. In August last, an Indian boy, who had been sent North for the summer, being apparently in good health at the time, died of acute tuberculosis at the Mass. General

Hospital, Boston.

The selection of Indian students for eastern schools is made more carefully than in past years. Unsound students have thus far always been found among those passed as "sound" at the agencies, but the number of such cases is diminishing. In the last party of forty Indians, four were quite unsound, one from incurable disease of the eyes, three from pulmonary disease. One of the pulmonary cases has done well, the other two cases have remained the same as on arrival, unfit for school work, and will be sent home with

the first party going West.

The history of unsound Indians who have been brought from the West to this School has often been encouraging. In the case of pulmonary disease, in an early stage, the change seems, for a time at least, to be beneficial. Several of these cases have spent the entire period for which they were brought and, with the exception of excuses from military duty at times, or from work in bad weather, have been able to fulfil all the requirements of the School. The additional expense and care of such students is an important item, and yet, in a few cases, the result has fully justified the outlay, The physical strength of all Indians, however, in this, their critical transition period, is put to severe tests, and as a rule only those who are apparently sound should be sent to Eastern schools.

Even Indians who are born with an apparently fine physique are often the victims of inherited disease, and many who have exceptionally fine muscular development are unsound from a strain in foot racing, ball playing, wrestling or other sudden excessive exertion. One broad shouldered student, who suffers constantly from cardiac and pulmonary disease, says. "I run foot race, mile and a half, I take first prize." His trouble began with that foot race and his case is a typical one. A fatal hemorrhage has often been brought

on by the violent exertion of these untrained athletes. Heredity counts fatally against them. Let any one who wonders why Indians have little physical endurance, read the account of the transportation of the Sioux from Fort Snelling, Minn., to Crow Creek, S. D., in 1863, during which river journey of one month, three hundred, out of the thirteenhundred human beings crowded into one small steamer died, and let that, and the immediate subsequent history of the Crow Creek Indians, stand as a type of the whole undermining powers, by which the Indians of many localities have become physically degenerate.

The physical improvement of the Indian is dependent on the slow processes of education and civilization. When these processes have made a better home life easy and natural to him, we can reasonably hope that the children of each succeeding generation will be more sound. Indeed the realization of this hope has begun already in the homes of our

graduates.

M. M. WALDRON, M. D. Resident Physician.

# The Department of Discipline and Military Instruction.

The department of discipline has been especially satisfactory this year from the fact that very little serious discipline has been necessary beyond the regular routine work of the department, consisting of a great many offences, arising daily from one source and another. These are visited with minor penalties, which are usually understood by the students. On the other hand the military department has covered less ground in the tactics than usual.

The methods of discipline present no marked changes from those reported last year. The most important change, perhaps, is in the method of dealing with the students when at work. Instead of summening a boy from the shop to the office, we have as far as possible, gone to the shop and dealt with him there and in the presence of the foreman of the shop, who in many cases, by his fatherly talk and advice, has done the boy more good than an extra drill, fine, or mark

would have done.

The Court Martial or "Officers' Court" and the Indian Council have both been in operation during this year, and have done very good and effective work. At the beginning of the year the officers' court was organized according to the U. S. Army regulations. The members, fourteen in number, were appointed by the Disciplinarian, with the approval of the Principal, and represent the six companies of the Battalion.

They have tried less than a dozen cases this year, the decisions on which have been approved and the sentences executed, while last year they tried about sixteen. This decrease is partly due to the higher "tone" of the men, and partly to precedent. If a case arises and the Court has previously rendered a decision on a similar one, the same sentence, as far as practicable, is executed. It is well to say here, perhaps, that the penalties for minor offences have been set by the Court and are simply executed by us in the office.

The Indian Council does work similar to that of the officers' Court, only it is confined to the Indian boys who room in the "Wigwam." The Council acts on cases that arise between the Indian boys and upon the conduct in their dormitory. The five members of the Council are not appointed by the School officers, but are elected by the Indian

boys themselves.

The buildings occupied by the young men are under the care of ten janitors, from the students, who are usually officers of the Battalion. Each is responsible for the order of the men in his dormitory and for the condition of the dormitory itself. The janitors make daily inspections of the room, fire-extinguishers, fire-escapes, etc., and submit a written report every morning to the Disciplinarian. The rooms are inspected during the week by some of the lady teachers. The students understand that their rooms are liable to inspection by a lady, or any School officer at any time. On Sunday morning a military inspection is made by some School officer, at which time the occupants of each room are expected to be present, in the cadet cap and uniform. They take the "position of a soldier" and salute the inspecting officer, who acknowledges the same. They maintain this position till the officer leaves the room.

The military organization to which we have previously referred is the most *important* factor in the solution of the daily problems that confront this department. It is not only helpful in the maintenance of the School discipline, but it tells on the physique and character of the students as well.

The boys are enrolled in a battalion of six companies; three companies are composed of the members of the Night School, while the other three comprise the members of the Normal and Indian schools. A full complement of officers is chosen from their number and appointed, as far as possible, on the ground of fitness. The lowest corporal understands that he is in direct line of promotion, and will be promoted in case a vacancy for any cause may occur, provided he has proven himself, in and out of ranks, fit for it.

The Principal has resumed the position of Commandant, and occasionally at parades and inspections "receives the parade" in cadet uniform. There never was a year when the officers and men manifested a better spirit and showed more pride in their companies than they have this year, and I think it is largely, if not entirely, due to the fact that the Principal has from time to time had direct command of the

battalion.

The battalion is under the general command of the Disciplinarian, who has the title of Captain, and who also instructs the cadet officers in tactics Friday evenings. Frequent visits have been made to the Artillery School at Forterss Monroe to give the officers object lessons in the practice of manœuvers.

Each cadet captain in rotation is appointed instructor of the battalion for a week. This instructor is required to be prepared to command the battalion and instruct it from the U.S. Army tactics on battalion manœuvers. When he goes off duty at the end of the week, he is expected to report to the Disciplinarian upon the condition of the battalion, the manner in which the guards have performed their duty, and the condition of the grounds.

There is a daily detail, consisting of an "officer of the day," an "officer of the guard," a sergeant, a corporal (to take charge of the two reliefs) and six privates who guard the grounds and property when the students are all gathered in one place, usually for meals or p:ayers.

The military exercis escomprise, (First) the inspection of men in ranks, of the Normal and Indian Schools, held in the morning of each school day before morning prayers. They are expected to be in uniform, with stoces polished, etc.

(Second) the formation of the entire battalion in column

of companies for the march to dinner;

cruit drill.

(Third) the battalion drill and dress parade on Fridays after school; and

(Fourth) the drill of each company by the captain, on one other afternoon of each week after school. The detail of guards to which reference has been made above, is mounted at ten minutes after twelve of each day. On Sunday afternoons, the entire battalion forms in front of the church and is formally inspected before marching into church; during this inspection the cadet band plays sacred melody.

It was noted in the beginning of the reporthat the work of the battalion was, perhaps, not as satisfactory, with respect to ground covered in the tactics, as in other years. It has been the aim this year to do a few things and do them very theroughly. Had we attempted as many things as in former years, it is probable that very little would have been accomplished. In the first place it was necessary about the middle of the year to take up the new drill regulations that had just been adopted by the U. S. Army. Secondly, the weather has been exceedingly stormy, so much so that we have had only about half as many drills as in other years. The first part of the year was devoted to the "Setting up Exercises" all the students—old and new—taking the re-

We regret very much that the duties of 1st Lieut. H. C. Davis, of the U. S. Artillery, in attendance at the Artillery School at Fortress Monroe, who instructed the officers and

the "dress parade" of the Normal companies once a week.

We have moved slowly along till now we have

oversaw the drills last year, prevented him from coming up

this year.

Special notice should be made, in the report, of the work of the Assistant Disciplinarian, Mr. Eli Whitney Blake, Jr., who has had the discipline of the Indian boys especially, but who has done valuable and effective work for the department generally. His manner, while firm, of making a culprit confess his wrong, and in many cases acknowledge the justice of the punishment, has obviated much of the dissatisfaction and misunderstanding from which the department has usually suffered.

Notice should also be made here of the work of Cadet Capt. Allen Washington of the class of '91, who has worked in our harness shop, but has given an hour a day to the eversight of the daily drills, and has in other ways rendered most valuable assistance to the department of discipline.

It is quite safe to say that the town of Hampton has had less at raction for our boys this year than for many years

past.

It is extremely gratifying to report the faithful work of the officers, especially those of high rank, not only for matters that concern their respective companies, but for the cause of order and the general good of the whole school, for without their assistance it is certain that the department would fall far short of its present good condition. Indeed the students generally seem to have felt a sense of especial responsibility consequent upon their Principal's illness, and have apparently, with very few exceptions, tried to do their best.

ROBERT R. MOTON,

Disciplinarian

### Report of Moral and Religious Work.

The past year has been in many respects a trying one. The illness of the Principal and the necessary absence of other officers of the School has thrown greater responsibilities upon the students themselves and tested their powers of self It is pleasant to be able to report that there government. have been very few cases of discipline and a loyalty to the School which has been most gratifying. The Industrial system brings to this institution a class of students who are thoroughly in earnest. Those who want to have an easy time do not come to a school where for the first year all the students work ten hours and go to school two hours in the evening, and through the whole course have two whole days of work in the week. The young people who are sent from the cities by well-to-do parents do not turn out as well as those who come from the country from poor parents who can do nothing for their support. Of the great mass of our Indian and colored students, it is true that they are thoroughly in earnest about getting an education. Very few of them have been sent. They have come because they wanted to come. In the case of our colored students, the new ones are usually recruited from the public schools under the care of our graduates. Blanks containing questions as to their proficiency in studies, their physical and moral condition, are sent out to be filled out in their own hand writing. Hundreds of applicants are refused every year because they do not come up to the required standards. There is a like process of selection among the Indians. Only those are wanted who give promise of being able to accomplish something among

their people as teachers and leaders.

The object of the School is not so much to produce schclarship as Christian manhood and womanhood. The difficulty with these people, as with some others, is not so much to make them know what is right as to help them gain the power of doing it. The School is meant to be to them an illustration of Christian living. Most of our colored students and a'l of our Indians come from the country districts. Though some of them have decent comfortable homes, many have had little chance to get an idea of how to live. The School with its dormitories, cottages, mills, work shops, stores, farms, churches, and academic halls, is an object lesson to them in Christian civilization. They become a part of this civilized community. They have duties to perform and are instructed that upon the faithful performance of those duties the well-being of the whole depends.

One of the first lessons in Christian civilization is the care of their rooms and persons. When the Indians were first brought to the School, they had to be instructed as to how to get into bed and how to dress. Although those who come to us now are somewhat further advanced, still the lessons which have to be given them as to the care of their persons and their rooms are very rudimentary. The School has to stand in the relation of parent to these children of the disinherited races, in a very real sense. The girls frequently call their rooms their homes, and both girls and boys take much pride in them. A pretty sure index of the advancement in civilization which comes over these young people is the changed appearance of their rooms and persons as they advance from the lower to the higher classes of the School.

The social life of the School forms a very important part in the moral and religious education of its students. When the Indians first came to us, in order to give the boys that respect for the girls in which they were somewhat deficient, upon their arrival at Old Point the girls were allowed to ride to the School while the boys walked, a reversal of their former experiences. Thus the first lesson was given them in the respect due to the weaker sex. The r whole school life is a series of lessons along this line. A book on morals and manners has been gotten up at the School with especial reference to the needs of these young people. In no other department are there more diligent students than in this. Certain of the boys and girls are chosen, unknown to those about

them, to observe and report the morals and manners of their fellows. Public discussions of these reports are held. In connection with the religious work of the School a committee is formed at the commencement of each term to study its social life, the relation of the sexes, of the upper and lower classes, of the different races, to give direction to the amusements and to arrange the social gatherings. The past year has shown very great progress along these lines. Never before I believe have we had so orderly, respectful a company of young people. This improvement is due not only to the influences which have been brought to bear upon them here but quite as much to the improved condition of their homes which is in great part the result of the work of our graduates.

The training in economics which these young people receive at Hampton is a most important part of their moral ed-The knowledge which they gain on this subject in books, though valuable, is by no means the most important. The lien system of crops by which a large part of the Negroes are continually held in debt to the whites about them has kept them in a slavery since the war, in some respects, worse than that which existed in slavery days. One of the first lessons to teach the youth who come to us is to be capitalists. Ten hours work a day soon gives the colored boy or girl a balance in his favor which he has laid up for the future. A boy with a balance has a different gait and appearance from one who owns nothing in the world. He is more The same lesson is taught the Indian, who self-respectful. needs it quite as much as his brother in black. Miss Collins recently described in the "Independent," the way in which one of the Indians disposed of any extra food he had in his A bell was rung. His neighbors assembled. The result was very soon an empty larder and not many days after children crying for food. This is a part of the Indian's

At Hampton the Indian boy must lay up for the future. A part of that which he earns he can spend, as learning the right use of money is most important. A part he must lay by as a tool fund to give him an outfit when he returns. The system of accounts by which the student charges the School for the labor he has rendered, by a bill made out in his own hand writing, giving the number of hours and the rate per hour, and on the other hand by which the School charges the student for his food, clothes, books and everything which he receives, is in itself an important part in education. The merchants around the Indian reservations in the West, some of whom were accustomed to charge Indians twice as much as whites, have sometimes spoken slightingly of this sort of education, which is not at all convenient for them, A religious publishing society in the North, which after severa. years experience had finally refused to employ colored men as colporteurs on the ground that it could never get any account for the books sent, having been induced to try Hamp-

ton students, report thus far not a single loss.

At the same time that these students are learning to lay up for the future, they are obtaining entirely new ideas of labor. It is no longer mere drudgery. The class-room, the work-shop and the farm have a very important connection with one another.

The study of the natural sciences gives them a new interest in the preparation of the soil, and the planting of the crops. The introduction of drawing into the School has made it possible for the students to plan out their work in the shops. They see in the machinery in the mill, the shops and the laundry, the working of the principles in Natural Philosophy which they have studied in the school-room. Their work is thus lifted up into a higher position and they come to understand something of the dignity of labor.

The varied industries of the School give the young people an idea of the division of labor, and how each one of them in this world is the part of a great whole. Even though they may have little part in the work shops or the mill, there is an education in seeing them and realizing the part

that they have to perform in civilized life.

Another very important part of the moral training of the students is the object lesson in government presented to them in the School. The Indian child has perhaps as little taste of government as any of God's creatures. The Indian parent dislikes to hear the children cry. Their young people are seldom obliged to do anything contrary to The Negro child, though not without a taste of their will. government, comes to the School with many wrong ideas of what it should be. The absolute necessity of obedience is one of the first lessons that the school-life brings. The military discipline, which first teaches the students to obey and then to command, is most valuable. The officers' court, which tries cases, summoning its witnesses to give evidence, and its jury to weigh evidence; the system of guard duty which makes them feel that the care of the property on the place is a legitimate part of their work; the control of students by those of their own number, the experience which the janitors of the cottages, and other officers have in caring for the little details of every day life give them a share of responsibility which can hardly fail to make them better citizens.

The religious instruction of the students has reference-continually to the fact that they are to be teachers and leaders of their people. They are expected, before they leave not only to learn the elements of religious truth, but to be able to impart them to others. An earnest endeavor is made to ground them in the teachings of the Bible. Commencing in the earlier years with the outlines of Bible History, the Life of Christ being the central point, they pass on in the later years to a more detailed study of the Books of the Bible and their moral and religious teachings. Connected with this teaching, which is carried on by the regular teachers in the Sabbath day schools, is the preaching at the Sun-

day services which aims to bring to bear the Bible teachings, on the every day school life. In the social meetings, which the students conduct, subjects taken from the Bible lessons and bearing on their daily life are discussed. They thus learn to communicate to others the truths which they have received. In order to give them further training in the Bible, a number of them are sent each Sabbath to the colored Sunday schools about Hampton, some of these being under the care of the School and others belonging to the colored churches of the place. Squads of students are sent to the poor house, to the jail, to the cottages of the poor, the aged and sick. We have in this outlying colored community a good training school in which to prepare our young people for the many sided ministry which they are expected to perform.

Sewing schools have been kept up in the country about, and the students are made to feel that in every possible way they must minister to the needs of those who are more destitute than they.

The Dixie Hospital, of which an account is given elsewhere, is training some of the girls to be nurses, and is in itself an object lesson to the whole school.

The School church is undenominational, though earnestly Christian. An endeavor is made to show these students how people of different denominations can work together. A large number of the colored students are Baptists and one of the Baptist pastors comes over and administers communion to them. Many of the Indians are Espiscopaians, and attend one service each Sabbath at St. John's Episcopal church; Rev. Mr. Gravatt, the rector, having charge of the Indian Sabbath-school on the school grounds. the School gathers for the afternoon service in the Memorial Chapel, where a service is held in which the Lord's Prayer the Apostles' Creed and the Ten Commandments, hold a prominent part with chants, responsive readings and the silent prayer of the Friends. Much prominence is given to music in all the religious services of the School. Both races are not only very fond of it, but are raised and helped by it.

There has been a marked improvement in the singing of the School this year, a much larger number than ever before being able to sing by note. In addition to the regular services conducted by the Chaplain, there are a number of social meetings held by the students themselves. Circles of tens among the girls are held under the care of the teachers. Temperance societies for the Indians and colored students; a Lend-a-Hand Club and society of Christian Endeavor, a Young Men's Christian Association, and Circles for Bible

reading, help these people on in their Christian life at the same time that they are taught how to organize similar work

when they go out from the School.

Rev. H. B. Turner, of Washington, Ct., has been of great help in all the religious work of the School this year. He devoted the vacation given him by his people for rest, to laboring here. In the long absence of the Chaplain made necessary by the illness of General Armstrong, he filled the School pulpit with great acceptance, and won the love of

both teachers and pupils.

The School fo Bible study has done better work in some respects than in any previous year. The number of students has been small. The Chaplain has been able to give very little time to it. There is need of this sort of work, and the record of those who have gone out in the field has been most excellent. The School opens its doors to any of the colored preachers of good moral character who want help, and, though some of those who come to us are most illiterate, and apparently hopeless, the effect of the School upon them is very marked, and the ignorant communities to which they preach are helped by the new ideas which they

gain here.

Mention is made in the Principal's report of a plan to organize a missionary department, which should have under its care this school for Bible study, the missionary work of the immediate peighborhood, the visiting of our graduates, helping them in their moral and religious work and suggesting to them new methods, Such a department is most desir-The missionary work about the School needs more superintendence. The teachers have done a most excellent work, which must continue and increase, but there is need for more complete organization. There is no other department in which the students are more trained in helping Not only should they be trained while here, but they should have help in organizing this sort of work after leaving here. "The Twenty-two Years' Work" for the races, to be issued by the School press this year, giving pictures of the graduates, is most gratifying, as showing the result of their labors in the South and West. Bishop Walker's account given at the meeting of the Indian Commissioners at Washington not long since, of how he came upon a little cluster of returned students in a remote part of a Western reservation, representing different denominations, but workeng together for the help of the ignorant Indians, was most cncouraging. Many such reports come back to us. An increasing number of cheerful, comfortable homes with good farms among the Negroes and the Indians, bear witness to the influence of the young missionaries we send out. Better cooking, better agriculture, cleaner homes, a purer religion has followed where these young people have gone. But they need guidance and help. For the first time in many years the Chaplain has found it impossible to get out among

the homes and school-houses of Hampton's children. For a number of years more than half his time has been demanded by the executive work of the School. Any arrangement which shall make more full provision for the moral and religious needs of the School will be grateful to him.

H. B. FRISSELL, Chaplain.

## Report on Dixie Hospital and Training School for Nurses.

The Dixie Hospital and Training School ends its first year of work amid much encouragement for the future, and in making its report can show to its friends that it has not been idle since it opened its doors last June. There have been many discomforts and some anxieties to be borne during the year, but no period of great discouragement and no real hardship or trouble so far has come to those engaged in carrying on its work. On the contrary, the year has proved to the satisfaction of all concerned in the work, that it is needed, that there is in it great possibility of growth, and that it tends to solve two perplexing questions: 1. What can the educated colored girl do if she does not teach? 2. How can the supply of trained nurses in the South be increased? There is need in the South for the trained colored nurs; and the colored woman, with a Hampton education behind her, can be trained into as good a nurse as any white These two assertions we believe the Dixie's first year has proved.

The report of our resident physician, Dr. Harriet M. Lewis, following this, gives a full statement of the number of cases attended both within and without the hospital and of

the needs and possibilities for the future.

The Nurses' Home, already begun, and for which the money is provided, will be ready for occupation, we hope, by August, when we can receive our new class of nurses. building will contain dormitories for pupil nurses, and rooms for resident physician and superintendent of nurses, as well as office and consulting room and a comfortable parlor and dining room. Our present class of nurses has borne bravely the hardships and discomforts of this pioneer year when with neither bedrooms, dining room nor parlor, they have been obliged to live in whatever corners of the hospital were not at the moment occupied by patients. The reports that come to us from outside, of the work they have done under the physicians of Hampton, are most encouraging and we feel convinced that the public sentiment of this vicinity is entirely in favor of this phase of Negro education. has been an unusual amount of sickness here as elsewhere this year, and in many cases our nurses have been called in to care for teachers. Once or twice Dr. Waldron has sent for them to attend cases of illness among the girls and they have usually given full satisfaction. Hitherto, in case of the illness of a teacher, it has been very difficult to have her properly cared for, but the Dixie nurse is close by and ready to come in and helps wonderfully in lessening the difficulties attendant upon such a case.

It is due to Dr. Lewis and to our superintendent of nurses, Miss Sarah Connacher, to say that much of the success of our first year has been brought about by their faithful and conscientious work. Dr. Lewis. by a year of work among the poor of the neighborhood before the opening of the hospital, had made herself known and trusted, and so prepared the way for this year's efforts. Miss Connacher, a graduate of the Waltham Training School of Waltham, Mass., came in response to our call for a nurse who should be willing to rough it even to the extent of going without a salary should She has proved herself most devoted to it be necessary. the hospital and its work, and though our financial condition has always warranted the payment of her salary, she has been obliged to endure privations and discomforts that would have broken down many women, and has borne all cheerfully and without loss of interest in the work she has undertaken.

To Doctors Boutelle, Peek and Addison, of Hampton, and to Doctors Towle and Brewer of the Soldiers' Home, our thanks are due for the interest and help that they have given us. We wish also to make mention of the visit of Dr. Alfred Worcester of Waltham, Mass., who by his lectures, his faith in our future and his sound advice in regard to business management, gave us much help and encouragement. Dr. Chas. L. Scudder of Boston has also given us aid and comfort in the shape of lectures to our pupil nurses, for which we would here express our thanks.

The business status of the work during the year that is past has been a peculiar one. All moneys belonging to the hospital have been deposited in the bank in an account standing in the name of Alice M. Bacon, Special, and all checks drawn against that account. At present, May 1st, we have a balance in the bank of \$2,654.21, and no outstanding debts. Of this sum \$1,200.00 is given for the building and furnishing of our Nurses' Home, the remaining \$1,454.

21 is the amount ahead for running expenses.

The total amount of money received from all sources, up to May 1st. is \$5,298.52: total amount expended, including all expenses, for building and furnishing is \$2,644.31 Deducting from this \$1.436.86 for expenses of building and furnishing, we find that we have paid out for remaining expenses during eleven months \$1,207.45. Of this amount \$68.90 has been paid by patients, \$143.41 has come from the services of our nurses in outside cases, and the remainder, \$995,15 has been given by our friends. The revenue from the training school we hope to find increasing year after

year, and we may hope at some time in the near future to make that branch of the work entirely self-supporting. The hospital, if it would fulfil its mission, must always be dependent upon a charitable public, but there is hope that it will become, in course of time, a purely local charity, aided by both races for the sake of the good that it does in the community.

A charter, incorporating the Dixie Training School with the hospital as an adjunct, has passed the Virginia Legislature and we hope that a board of trustees will soon be organized for the better carrying on of the business of the institution. Its one year of existence has shown something of the possibilities of the work. It is to be hoped that year by year it will secure a broader field of usefulness as it gains a firmer hold upon public sentiment in this region.

ALICE M. BACON.

#### Medical Report of the Dixie Hospital.

The report of the first eleven months' work of the Dixie Hospital and Training School for nurses is herewith presented.

The whole number of patients admitted is: medical 28; surgical 8: maternity 1; total 37. Twenty men, fifteen women and two children. Five of these were white, the remaining number black.

An accompanying table shows classification according to diseases, with measure of success.

Medical Cases.	3	Total.	Recovered.	Improved.	Unimproved.	Remaining.	Died.
Rheumatism Malarial Fever General Debility Neuralgia Hysteria Organic Disease of Heart. Mumps Old Age with Bronchitis Phthisis Entero colitis Extra Uterine Fibroid. Retroversion Abdominal tumor Prolapsus Uteri Puerperal Mania Chronic Pelvic Cellulitis La Grippe Fever Purulent Peritonitis.	• • • • • • • • • • • • • • • • • • • •	2 3 3 1 1 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3 1 1	1 1 1 1 1 1	1	1	I
Surgical Cases.	Total.	Operations.	Recovered.	Improved.	Unimproved.	Kemaining.	Died.
Compound Fracture of Radius and Ulna with Lacerated Wounds of Scalp, Ear and Foot	I I I I I I	1	I I I I I I I			3	

Minor operations have been performed at the Hospital, the patients coming daily for dressing of wounds.

All operations have been successful with one exception.

A man employed on the School grounds had three fingers crushed by a roller. He covered them with earth and after some time was lost he presented himself at the Dixie and a surge on was summoned. The fingers were amputated, stumps dressed and the man taken home some distance out of town, as every bed in the Hospital was then occupied. He was brought in daily by carriage to have the fingers dressed; wounds healed and stitches removed on the fourth day. On the sixth day Tetanus set in and on the seventh day the patient died.

Although in this region Tetanus is prevalent, not one case has occurred on the School grounds in the eleven years practice of Dr. Waldron, the School's resident physician. How much does prompt attention to wounds and hospital

care have to do in prevention of Tetanus!

In the medical department, chronic cases are avoided in so far as possible. Of the five deaths four were chronic cases in which improvement could hardly be expected. The death from La Grippe was that of a feeble baby five months

old and prematurely porn.

Infectious cases cannot be admitted until we have an isolated ward. A case of mumps presented itself the other day, a waiter from the Hygeia without friends in this locality. As he could pay for his care, a room was rented in a neighboring house and a nurse who had mumps detailed to take charge of the case. It will not always be that an infectious case can be thus managed without danger to the hospital inmates.

Two children have been admitted and one maternity

case.

A Children's ward, a Maternity ward and an Isolated ward for infectious diseases would afford valuable experience for our nurses as well as relief to sufferers who must

now be turned away from our doors.

We are perplexed to know what to do with incurable cases, no longer suitable patients for the hospital and without friends. They belong to the Poor-House, where there is no provision made for the care of the sick. If a hospital ward were erected on the Poor-House grounds, the nursing service could be furnished by the Dixie Training School. This we hope to accomplish through the co-operation of the

county physicians and persons interested.

The Dixie Training School for nurses is about closing its first year of work. Five nurses are in training, four of them graduates of the Normal School. Instruction is given daily for one hour by the physicians of Hampton, Soldiers' Home, the resident physician and the superintendent of nurses; in the following branches—surgical, medical and obstetrical nursing, some knowledge of drugs, massage, lessons in anatomy and physiology and in the ethics of nursing. Occasional lectures have been given by physicians from the North visiting hereabouts. Dr. Scudder of Boston and Dr.

Worcester of Waltham, Mass., have been especially helpful-During the first year, student nurses are expected to be present at these daily lessons when they are employed out.

side the Hospital.

All of the Dixie nurses have been employed outside the hospital by the physicians of Hampton and the School and elsewhere and their service has been acceptable. They have had experience in Typhoid, Malarial and Scarlet Fevers, La Grippe, Diphtheria, Tonsillitis. Erysipelas, Pneumonia, Nervous Prostration, Mental Derangement, Obstetric cases and some surgical diseases. This part of the nurses' instruction, obtained under the direct supervision of the attending physicians, we regard as equally valuable with the instruction given in the hospital wards while they are pupils of the Training School. The superintendent of nurses always holds herself in readiness to assist their work with outside cases whenever necessary.

When not otherwise employed, the nurses are sent out to charity cases. The possibility of moral influence on the part of a high minded woman employed in this way among the ig-

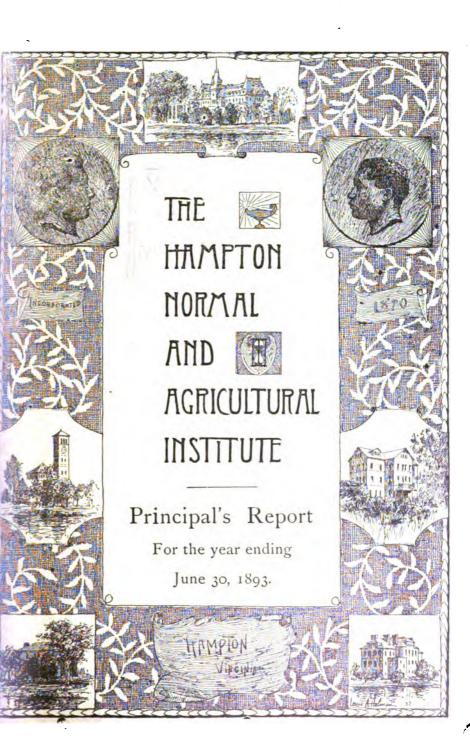
norant and unfortunate is incalculable.

The difficulties of this first year's work have been many. With no Nurses' Home, the winter has been a risk to the health of the nurses, the superintendent and faithful Mahom-Fortunately, however, there has been no serious illness.

We wish to express our appreciation of the efficient work done by the superintendent of nurses; and of the interest which the physicians of Hampton and Soldiers' Home have taken in the work of Hospital and Training School.

HARRIET M. LEWIS, M. D.

Resident Physician of the Dixie Hospital.



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# THE HAMPTON

# NORMAL AND AGRICULTURAL

INSTITUTE.

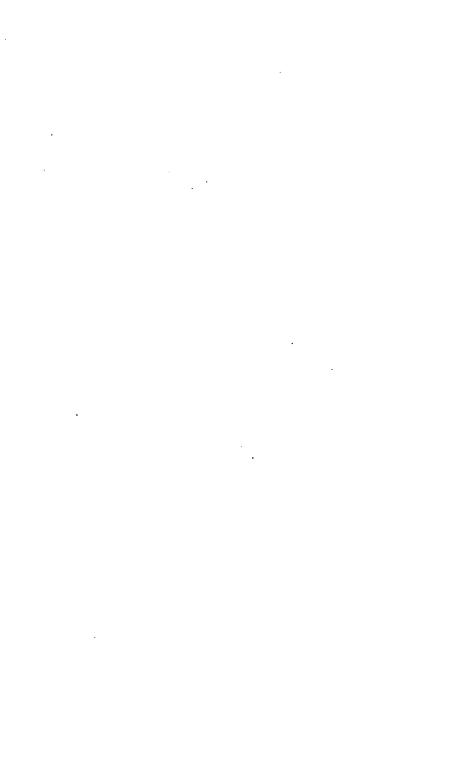
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# PRINCIPAL'S REPORT

FOR THE

YEAR ENDING JUNE 30TH, 1893.

HAMPTON, VA.,
NORMAL SCHOOL STEAM PRESS PRINT.
1803



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REV. D. H. GREER, D. D., New York City.
REV. H. B. FRISSELL, D. D., Secretary, Hampton. Va.

## INVESTMENT COMMITTEE.

Who control and invest all funds contributed for Permanent Endowments.

ELBERT B. MONROE, Tarrytown, N. Y., Chairman.

President of the Board.

MR. ARTHUR CURTIS JAMES, New York City.

GEO. FOSTER PEABODY, New York, Of Spencer Trask & Co., Bankers

CHAS. E. BIGELOW, New York, President of Bay State Shoe & Leather Co.

ARTHUR CURTIS JAMES, New York, Of Phelps, Dodge & Co.

C. P. HUNTINGTON, New York,

<sup>\*</sup> Deceased.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their twenty-fourth Annual Meeting at Hampton, Va., May 24, 1893, for the transaction of the business of the Institute.

The President of the board Mr. E. B. Monroe, of Tarrytown, N. Y. in the chair.

The other Trustees present were Messrs, McVickar of Philadelphia.

McKenzie of Cambridge.
Strieby of New York.
Dodd of Bloomfield.
Hughes of Norfolk.
Tabb of Hampton.
Ogden of Philadelphia.
Mead of New York.
Bigelow of New York.
James of New York.
Frissell of Hampton.

The State Curators present were:

Messrs. Christian,

MAPP, BOLLING, REID.

On taking the chair the president alluded in well chosen words to the recent decease of Gen. S.C. Armstrong the founder of the Institute and for twenty-five years its Principal "the soldier promoted on the field of battle—called up higher"—also to the completion of a quarter of a century of the school's history.

The reports of the Principal, Treasurer, and Heads of Departments were presented and referred to Committees for report, and then returned, acted upon, ordered to be completed up to June 30th (the end of the fiscal year), and are published herewith, under the direction of the Executive Committee.

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denomination, but no one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to the corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on the use of the State money.

They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167 oo per annum for each one. This meets the cost of their board and clothing.

From ten to twenty Indians, besides, are taken at the expense of individuals.

The standard attendance is six hundred and fifty, chiefly from Virginia and the neighboring States, but representing 22 States and Territories. Of these, 132 are Indians.

In the Preparatory department, ("John G. Whittier" School,) there are two hundred and twenty-five children from the neighborhood.

There are eighty officers and teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of Hampton's 795 graduates and many of its under-graduates are or have been teachers in free schools of Virginia and other States. It is estimated that 40,000 children were the past year under their instruction.

The great majority of the teachers and preachers of the Negro race are "well meaning, but ignorant."

The 20,000 public free schools of the South are to-day not half supplied with competent teachers who are needed not only to teach from books, but, as examples of industry, thrift and Christian living. The right school teacher is usually as active in Sunday school and temperance work, as in the class room. Hampton'e work is to supply these especially in the remote and benighted country regions, where ignorance, superstition and low ideas of labor and morality prevail.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of at least sixty thousand dollars must be raised annually to meet current expenses, chiefly salaries of officers and teachers, and the cost of maintaining our five hundred Negro student boarders. The payments of these students are almost wholly in labor, much of it being non-productive but exceedingly valuable as a training, consequently is a serious tax on our resources.

An Endowment Fund of at least a million dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.

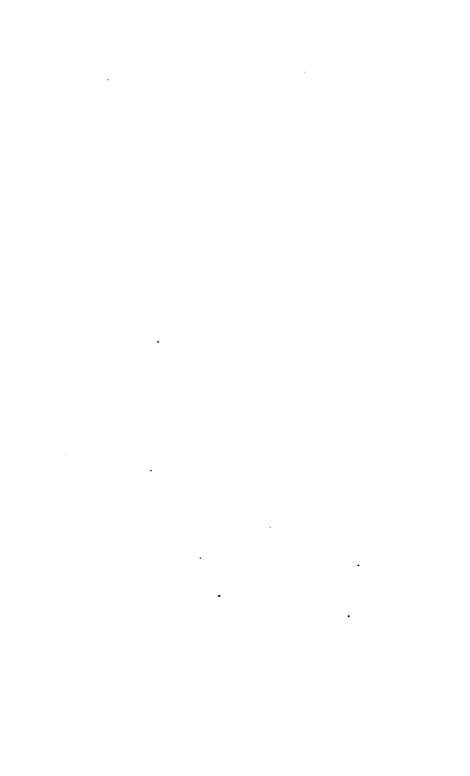
H. B. FRISSELL,

Secretary of the Board of Trustees.

Hampton, Virginia, June 30th, 1893.

## FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of ....................... dollars, payable, &c., &c.



## PRINCIPAL'S REPORT.

To the Trustees of the Hampton Normal and Agricultural
Institute:

Gentlemen:

When at the close of the war, twenty-eight years ago, four millions of low, ignorant Afro-Americans were thrown upon their own resources and upon the country's care, our civilization received its severest test, and there was the added strain of disbanding armies and broken-up social and economic conditions. But, naturally and quietly as the rivers flow to the sea, the soldiers of both armies went to their homes, and to steady, manly living; war horses pulled the plow; the ex-slaves went to work or to school as they had the opportunity, and a "New South," based on order, industry and general justice and intelligence, has nobly developed. The four millions of freedmen have become nearly eight millions of people, having made a marvelous record of progress in the quarter century closing in 1893.

How clear now to all is the Providential idea that the great civil war meant not only the welfare and progress of one race, but of the entire nation, and of mankind. Only in the remote future will its farreaching intent and bearing as an education be understood. The following facts from the Bureau of Education at Washington, were foreshadowed, predestined. but not even dreamed of, when, in 1862, the American Missionary Association of New York opened the first school for slave children at Hampton, Va. Then there were no Negro schools in the land; now there are 24,150 nearly, under Negro teachers. A million and a third children are at school; there are 175 schools above the primary or common grade, in which there are 35,000 chidren and 1,311 select Northern teachers giving an advanced grade of instruction.

Over two million colored children have learned to

read and write in a public school system as firmly established in the ex-slave as in the Northern states, supported by local taxation whose total, since 1870, has not been far from fifty millions of dollars; now, at the rate of eleven millions a year. Northern charity since 1862, for the same purpose, may be estimated at twenty-five millions of dollars; now at the rate of about a million dollars yearly.

From utter poverty in 1865, the ex-slaves have accumulated, to the present time, over two hundred million dollars worth of property. Getting land and knowledge has been their passion; they have not thrown a pauper upon the nation; while, for their education, but a paltry three and a half million of dollars of government money has been expended—this, through the Freedmen's Bureau before 1870, with the happiest results. As a race, the colored people of the country ask for nothing by way of bounty, and for no material or political advantages. They do not expect legislation that shall be of the slightest advantage to them, while it is clear that the Postal Savings Bank system would help them greatly. While the national feeling of responsibility for them has disappeared, there is still a strong individual feeling, expressed from time to time in noble charity in their behalf. Dropped as wards of the nation, they are still the people's wards, and for a long time will need and get helpful care in their noble offorts to help themselves to better living. They ask only for a "Fair Chance." They never beg for anything but for a chance to work their way through school. Such applications are over-whelming; some must be rejected for want of room. The young Negro woman is the most needy and unfortunate and should have a larger opportunity. Our country's noblest mission is to leaven and lift up the weaker, less favored and despised classes in our midst.

The Hampton School's first quarter century, from

1868 to 1803, covers the most interesting, difficult but hopeful period of development as well as of national progress. Our social, political and economic problems have been bravely faced; more brain and wealth devoted to their solution than ever. That the initiative of progress was received in slavery, even the thoughtful Negro admits; for, in the intimate contact of the black and white races, civilized ideas were imbibed. The greatest benefit acquired by the former was a knowledge of the English language, with industrial training, and a knowledge of Christianity; a very imperfect education, but a start that counted for much, of far more advantage to the blacks than the contact of the whites has been to the red race. While developing the Negro, civilization has nearly annihilated the Indian. Anglo Saxon sensuality and selfishnesshuman nature, in short—has acted and reacted: the wrong doer has been the greatest sufferer morally. made much money unjustly, but all things have worked together for good. We should not too lightly estimate the opportunity given the Negro when his master left him to manage the plantation in order to go to the war. This was highly developing, made a step in advance, and he was, so far, better fitted for responsibility. The good conduct of the Negro at that period has won him the lasting gratitude and respect of the Southern people. It is unparalleled in history. Slavery had its good side, but was, in many ways, a hard, bad school; worse for the master than for the slave. It was a good school for teaching trades; it trained a host of good mechanics who do the work of the South. While ruinous to the soil, which it abused and exhausted, it supplied an army of mechanics whose places young colored men should be trained to fill. A large per cent., no doubt one-fourth. of the two hundred thousand Negroes who were enlisted as soldiers, learned to read. The spelling book was always carried with the rifle; often studied under fire. Army life was useful to them in many ways. No lawlessness was ever charged to the disbanded volunteers; while the several Negro regiments of the regular army have made a fine record, bearing well any comparison.

The locomotive has been a civilizer quite as much, perhaps, as the school house. Railroads and other enterprises in the South, developing its resources, scattering enormous amounts ot wage money, creating new values and better conditions for industry, have benefited both races alike, and have, with the spirit and pluck of all classes, made the "New South," whose grand fulfillment we have only begun to see illustrated; nowhere so well as in this peninsula, of which Newport News is the commercial centre and capital

As was stated, common schools for Negro children received their initiative at this place, in 1862. Here industrial education for the Negro, suggested by a foreign experience, was first begun, has received its largest development, and in 1878 the Hampton School, through the co-operation of Hon. Carl Schutz, then Secretary of the Interior, was pioneer as an industrial school for Indians, received the first red youth in any considerable number separated from barbarism and educated away from their homes. The great Indian work at Carlisle and elsewhere rapidly followed under the impulse here given. The genius of Capt. R. H. Pratt inspired the admirable system of "Outing" of Indians among farmers, grandly carried out at Carlisle and practiced here since 1878.

Fittingly has work been done here for both races. Here, or near Hampton, English civilization first touched American soil: near here the first slaves were landed, and here freedom began. Here, where white, red and black people first met, the white man began the conquest of the continent, a conquest characterized chiefly by sensuality and selfishness—the red man was doomed to disappear; and the black

man, made a social pariah, has had a hardly easier fate. Is it not right that Christian education should spring up here where freedom and education began? Should its appeal for the means of making self reliant manhood and true useful womanhood, through endowment, perpetually possible for these weaker peoples, lag through another quarter century? Having a third of the needed million dollars, how long must it wait for the rest? I earnestly hope that in this Columbian year, this school's endowment may reach the sum of at least half a million dollars. While this and other countries are filled with admiration of and wonder at ourselves for the tremendous achievements of America in the past four hundred years, whose completion this year celebrates, it is well to remember that on our part, there has been a "century of dishonor," and that about the most wonderful product of our literature has been the remarkable story entitled "Uncle Tom's Cabin," based on the experience of a people brought here against their will. Will the nation's conscience and benevolence be quickened like its pride?

It has often been stated that the Hampton Institute opened in April, 1868, with two teachers and fifteen pupils. It now requires about eighty teachers in all departments, about half of them industrial, and provides regularly for 650 boarding pupils of whom 130 are Indians from New York State and the West, with 300 in the "Whittier" or primary department. So much for growth. What of results? For the past four years we have been gathering, through correspondence, the facts regarding the 723 graduates of the school from 1871 to 1890, which are just published in a book of 520 pages, printed by our students, entitled, "Twenty two Years' Work of the Hampton Institute." It really shows the results of the school's first quarter century of work Five maps, notably the "Star map," indicate the facts, which briefly

stated, are that 129,475 pupils have been taught by our graduates, two thousand of whom have been teachers, (150,000 pupils taught would be a fair estimate.) The thrift of these graduates has made their reported accumulations \$167,855. Of forty-five, the record is unsatisfactory; we know of but three who have been criminals. Not a single grievance has been mentioned by a graduate teacher, not an "outrage" has been reported in their wide field of work. Great fairness and kindness on the part of public school officers, and general good feeling, universal cheerfulness and hope, have characterized their correspondence, which is encouraged and responded to in a special department of this school. A lamentable weakness of intelligent organized effort to improve the ignorant, poverty stricken, and whiskey drinking condition of the people is reported on all sides; to meet which has been organized, as recommended in my last report, a Missionary Department of the School, of which Rev. H. B. Turner, Assistant Chaplain, has taken charge. His aim is to secure the co-operation of graduates in the wide field, who shall build up Sunday-school, Temperance and other work, and, so far as good example, teaching and influence can do it, tone up and improve the low conditions around Not the least good to come of this will be the selecting of the right student material for the School; for there is a lack of the first rate material, especially of young men of the right parts, who should be picked out of the thousands and thousands over the land who would gladly work all day, ten hours, and study at night, to get an education and trade; but it takes hundreds of square miles and millions of people to produce one first rate man.

I would state again that the sum of one hundred thousand dollars is needed to place our Missionary Department on a solid, permanent basis. The income from that would sustain a working force from which

large and happy results might be expected. I refer you to Mr. Turner's report below. The plan is to make our graduates an army of Christian workers. In discussing the results of Hampton's quarter centu-• ry of work, there is great satisfaction in pointing to the schools and institutions built up by its graduates, in the line of its ideas, at Tuskegee, Ala., at Cappahosic, Gloucester Co., Va., at Lawrenceville, Va., at Kittrell, N. C.; the last three by undergraduates. Other like work is being planned. At these schools excellent, growing, telling, creative work is being done by our former students; notably at Tuskegee, where there have been forty of them; while from our workshops and classrooms have gone other men and women who are effective, industrial and moral educators in Florida, Kentucky, South Carolina and Texas Several are among the best and foremost workers for the colored people of Virginia. Our work is seed sowing; essentially germinant; it multiplies itself-That is its inspiration. Our shops are especially looked to for managers and helpers of labor departments in the growing industrial education for the Negroes.

I am glad to acknowledge here the liberality and appreciation of our industrial department shown by the Trustees of the Slater Fund and am most anxious that that should be put on the best, soundest, most effective basis, made a model work of its kind, of which there is more discussion below.

First came the common school to the Negro; next came industrial, practical education, and the next step was higher, College and professional education, for which Lincoln, Howard, Fisk and Atlanta Universities no bly stand, with others of excellent record and promise. Most of these began before 1870. No more devoted, brainy or faithful work was ever put into institutions than has been put into these. They are all sound, flourishing, excellent institutions,

and ought to have permanent foundations. No one who has taught them doubts the capacity of the Negroes for higher education. I have long felt that colored physicians have been the best results from the professional training of Negroes; not to belittle . their worthy educated ministry, or their many able. successful lawyers. There was and is no need of the higher education here, when every Northern college is open to the capable, earnest colored student, who in many of them has already made his mark. Hampton's development lies, I think, in being as complete and perfect as possible a Normal and Industrial Training School of the highest tone and efficiency: to teach not only how to work, but the dignity of labor, to become distinctively an aggressive power for and help to non-sectarian Christian civilization of the widest range; to supply a high and many-sided grade of teachers whose work and influence shall be, largely by example, upon the whole of life; to build up manhood and help make good citizens for the country.

The political experience of the Negro has been a great education to him. In spite of his many blunders and unintentional crimes against civilization, he is to-day more of a man than he would have been had he not been a voter. His political oppressor, like his former oppressor, is only belittled by his course and will in the end suffer for it. Reconstruction measures were like a bridge of wood over a river of fire; because of too much political selfishness and greed, and lack of statesmanlike forecast and sound policy. Manhood is best brought out by recognition of it. Citizenship with the common school, is the great developing force in this country. It compels attention to the danger which it creates. There is nothing like faith in men to bring out the manly quality.

In the twenty-five years of co-education of both sexes of colored youth, there has been no occasion to regret our policy; the moral record has been marvel-

ous for what has not happened. We have learned to make nothing of the complexion of the skin. Mixture of blood, in our experience, counts for nothing. In fifteen years of co-education of Negro and Indian there has not been a fight or fracas or any ill feeling or bad result that I know of.

The board of Trustees was organized under a liberal state charter granted in 1870. Rev. Dr. Strieby and myself are the only original members still on the board. There have been many changes by death end resignation. No body of men could have been more loval to the interests of the school than have been its trustees. Some have been too ready to give up their places to others: there has been no "dead wood" in the board; no useless staying on, but always a high, sometimes too high, sensitiveness on that point: There have been no divided councils, no antagonisms. So in relation with many score of teachers, chiefly ladies, of various temperaments, the past 25 years. I can recall no serious difficulty or break; not that everybody has been perfectly satisfied, or that all have been completely ideal, but in the past quarter century, there has been a long pull, a strong pull, and a pull all together by our little army of teachers and workers, without a serious break or friction of any account. A reason is that there has been no politics in it all; the spirit of Christian work has been universal. Dogmatic tests have not been applied, for true workers need none. There has been no flinching from severest duty, and a good deal has gone out of some lives into the work. The names of Gen'l J. F. B. Marshall and Mr. F. N. Gilman, our faithful Treasurers, of Misses Mary F. and Charlotte L. Mackie, ex-teachers, who, with others, worked here many years, are embalmed in our school memories and traditions. A few have died in the service, patient devoted young women who wore themselves out by office drudgery. I cannot speak too highly of school graduates who have done office and other school duty with excellent success and tireless devotion.

Our neighbors have been most kind and seem to have no grievance. Whatever there was, was expressed freely in 1886, and settled by a wise and friendly committee of the Virginia Legislature most satisfactorily. This school is most fortunate in its surroundings of well disposed, kindly people in a great commercial and geographical centre.

I cannot but ask the friends of and contributors to this school to sustain an effort to give to each teacher who shall have done ten years of consecutive work here, a year off for rest-salary to continue meanwhile. If, for instance, salary has been \$400 and board, the former to continue, but not the latter. The study and observation of those having this vacation, would, in most cases, bring back marked benefit; and their absence strengthen rather than weaken us in the end. This has not been suggested or asked for by anybody; but is it not the right, fair thing to do? We have a number of veteran workers among our teachers. Dr. Waldron and Miss Ludlow first taught here in 1872, the service of the latter has been continuous since then. Dr. Waldron has been Resident Physician since 1881. Miss Sherman, Miss Davis and Miss Folsom have worked here since 1870. the last two with only slight breaks, the first with none. Miss Hyde, head teacher, has been steadily in service since 1877; Miss Richards, head of the Indian School, since 1881. Mr. Albert Howe, Supt. of Industries, is the only one in the school who was at Hampton before I was. He came in 1865, I in March, 1866, having passed every winter in the South since 1862; in continuous active service. Mr. Howe more than any one else, has built up and managed our industrial system; no man could have done better service. Pecuniary considerations have brought no workers here. I think all have felt an ample moral and

spiritual recompense—that it "paid,"—and have been thankful that they had this work to do. This building up of lives is full of inspiration. Whatever vital strength the work may call for in the future, will, I think, be cheerfully supplied. Lives respond much more quickly than money to the needs of a cause like this. Women seem to have more of the spirit of devotion to such work than men; having given most liberally, in the past, of their strength and means.

If further personal reference is pardonable, I will say that I am still a cripple, fit only for partial duty; attending to general routine business; office work, corresponding, faculty meetings, and to boys' discipline; talking to and lecturing students, taking such time for rest and recreation as has seemed wise; working especially upon our complicated industrial system, and making some important changes.

Last year, when I felt called upon to offer my resignation for the good of the school, the Trustees took the kindest and most considerate possible action in the matter. I am ever ready to give my place to a more capable and effective successor. Time may cure my ills as it has like ones; but recovery is slow. I gained much by spending most of last winter in the South. This was made possible by the kind help of friends, coming in a kindly, spontaneous, generous way. In a work like this one cannot be ready to meet by way of prevention and care, the emergencies that come in the line of duty The "Rainy day" is apt to find one unprepared and almost helpless, but the right thing always happens.

The Rev. Mr. Frissell, Vice Principal, has, this, as last year, carried much of my burden; making calls, holding meetings, organizing working committees, doing Treasurer's duy, besides his regular work. Rev. H. B. Turner, Associate Chaplain, with his excellent lecture and stereopticon views of the school, has made a most effective campaign of education in

Northern cities, interesting many people. The appeal to the ear by the Hampton Quartette, whose old time Negro melodies are still effective, together with brief original addresses by Negro and Indian students, and the appeal to the eye through views, have been so telling and satisfactory in results, that I think it important both in winter and summer to hold meetings at the centres of population, wealth and social life, to "educate the public." A series arranged last summer in the White Mountains, New Hampshise, by Mr. Frissell, resulted very well. I must speak with special and grateful appreciation of the work of Committees of ladies and gentlemen of New York City, of Brooklyn, of Boston, Mass, and of the Hampton Clubs in Springfield, Mass., and Orange, N. J., who, burdened with other social and philanthropic duties, have worked devotedly and successfully for this school, enlarging its circle of friends and helpers, increasing our endowment, and aiding to meet current expenses. None of them have seemed at all weary of this well-doing. This committee work is most helpful; it gives me needed relief and a chance to get well and encouragement to remain at the helm, which I should not do did not the old ship move on. own vitality depends on that of the school.

It is pleasant to mention not only the work of the "Mary Foote Memorial" Hospital, devoted to our students, and whose supplies, through which may have been cured and saved to life, are given by friends of Kings' Chapel, Boston, but I am very glad to be able to state that not the poorest, most unfortunate sufferer in this vicinity need be without prompt and excellent relief, free of charge to those unable to pay, through the little "Dixie" Hospital on our grounds, which is for those who need it most. Inspired and pushed by Miss Alice M. Bacon, it has made a noble record of healing, helpful work for whites and Negroes. It is no expense to this school. As a training school for nurses it is self-supporting by nurses' fees; only

its buildings and outfit are a charity. As a hospital for needy sufferers, it asks and must have help; while its District Visiting Department also requires aid; for the nurses sent out not only give bodily relief, but teach the gospel of cleanliness, proper care, good cooking, and fulfil a high and beautiful ministry to the poor, sick and dying. The co-operation of our white neighbors has been encouraging. They propose to add to and help it; see Miss Bacon's report. I wish to express my belief that few records have been made by any trained Negro youth so telling, far-reaching and satisfactory as that of colored nurse girls who, trained at the Dixio, have, the past two years, taken cases in this region under local physicians, among the best people, who have shown them the highest appreciation, kindness and praise; prejudices don't count. Dixie nurses are indispensible when our teachers are ill, and are frequently called to the Hygeia Hotel and Fort Monroe

In the large number of necessarily rejected colored girl applicants for admission to this and other schools, I see a field for a great work that should select and train the best of this class in the elements of knowledge, and in the best living; fit them to be nurses, cooks, and to take and fill an important place in the domestic service of our civilization. This is not Hampton's direct work but we touch upon it; teaching the essentials of life and the dignity of labor. Philanthropy and public spirit have here a great field, the extent and importance of which is not realized. They too little appreciate this way of helping our suffering, perplexed housekeepers. Yet the colored girl generally is not eager to fill this exacting service. However, many would enter it were the way opened.

For the past ten years, teachers and students have been called upon, the first week in January, to write me a letter stating frankly and freely whatever criticism or suggestion or change they would make if they were alone responsible for the work in class room, workshop, or for the whole school. The idea has been to get at, draw out, any leak, weakness, unfairness, or basis of grievance within the knowledge or thought of those who are in the inside of things. Improvement and a better spirit have come from this course. Faithful employees can always see a way to do some things better; the humblest may do valuable service by suggestion.

The Trustees have done well to send, from time to time, an expert accountant to inspect our business methods; occasional thorough inspection is the life of an extended organization. Being judiciously, fairly pitched into occasionally, is a good tonic. I am glad that our defective sanitary condition has received such attention from the Trustees. A good system of drainage, to cost over \$7,000.00, has been decided upon, and in part already contracted for; equally important is a costly sea wall on our water front, becuase of the increasing impurities that float by. No one has yet offered to add to the generous offer of \$5,000.00 for sanitary purposes, made on condition that it should be added to. But \$1,000.00 have been received on that account. Our health record, since 1868, has been remarkably good. Indians generally thrive in this climate as do all who are well cared for; their sick and death rate has steadily improved. But increasing population requires precautions.

I ask your attention to two points of educational policy.

- (1) The age at which students should be admitted.
  - (2) The right method of manual training.

As to the first, I found in the "Christian Union" these words: "Inexorable statistics show that nearly every criminal career begins between fourteen and eighteen years of age." Are we right in admitting Negro and Indian pupils between the ages of seventeen and twenty-two? I think so. One reason is

that only the able-bodied and mature, Negroes especially, or those of full strength, can work their way; such are soon able, if of fair brain capacity, not only to work their way in shop and field, but to hold their own in classes. A constant "weeding out" goes on. Many must be dropped as poor material, morally, mentally or physically. Up to eighteen years of age, a youth is like a strong, spirited colt; he feels his strength; has little self-control, if without good home training; and a weak moral sense. Having probably been to school a few terms when a child and seen or felt the advantages of education or a trade, he wishes to be like others. If he really cares to be like the trained men whom he knows, he makes up his mind to have an education, and will work for all he is worth to get it. Before he knows it, he is leading a heroic life; working day and night to improve; protected, developed, saved, by the routine of hard work which he has chosen because he wishes to make something of himself. This applies to both sexes, and to all kinds of people. I prefer to have as pupils those from 17 to 22 years of age, because it is the most formative period; those younger may be more plastic, but don't "stay put" so well. There is too much putty in the early teens. Later there is better mental digestion; more will power; more bodily hardness and more intelligent, decisive, reliable choice of ends; better sticking to things and more staying power. The stronger nature, rightly directed, can accomplish more. The difficulty is to get the right material to work upon. Of whites who enter college, I believe about 40 per cent, fail to remain with the class. By weeding out and dropping, 75 per cent. of our colored pupils fail to continue, yet many return to complete the course.

#### THE RIGHT METHOD OF MANUAL TRAINING.

A thorough teacher and experienced educator is asked, every year, to inspect and criticise our methods,

Prof. Warren of Connecticut, came, saw and reported in part as follows: "I am aware that the labor department here is a growth. I am aware that many circumstances have contributed to make it what it is. I do not suppose that it is the purpose of the Trustees to modify or reduce it in size. At the same time I take it for granted that you want to know how it impresses one who has not watched its growth, but sees only its operation. This, then, is what I think of it.

- "(1) It seems to me that the idea of manual training or even of trade-teaching is fundamentally opposed to money-getting. That where one is the other cannot be. If lumber is to be sold, wheel-barrows offered in the market, skilled labor must be employed, the market must be studied, and every thought centered on making profit. Or, if not a profit, then as small a loss as possible. All this excludes the teaching of boys, except to that slight degree at which their labor is profitable."
- "(2). If, on the other hand, we would make the manual work educational, we must make all our energies bend to that. No thought must be had about the money side of the question; except to prevent waste, which in itself is educational."

"I am aware that many pupils earn their living here and thereby become able later to join the school. I think that this day-working and night-studying is admirable, and if there is no other way in which this branch of the work can be kept up, I should want to think a good while before I took any step looking in its elimination."

"Whether", Mr. Warren says, "the Night School students could not be other wise employed is a question to which I can give no answer." "You see, I cannot reconcile the idea of manufacturing and the idea of education."

Now, making and selling lumber is our leading industry. We manufacture at the rate of about 25,000

feet per diem or about 7 million feet a year, of yellow pine lumber; selling it in local and Northern markets. In the "Huntington Industrial Works" are 55 young men working their way, taking lessons in drawing and the use of tools, making various kinds of building material, learning how to use as perfect woodworking machinery as can be got. Machinery, materialized brain, has come South to stay and to spread broadly. The Negro must learn to use it, be educated to it, even at the risk of accident, or get behind; he is well adapted to it; he makes an excellent tradesman. Student labor, used in manufacturing, is at a serious disadvantage. It should be employed, as far as possible, in piece work, under wise, careful, business-like foreman, who shall select, discipline and train them, There are many capable colored young men seeking trades, but we must select apprentices more carefully than heretofore. Hundreds apply, but few are just right. Our missionary department brings some of our best material; through it we should get the best.

Careful account keeping is at the bottom of successful school or any industries. Each foreman or manager must know just where he is, whether losing or gaining. Our plan of weekly report, that might become daily, is helpful. Account of stock taken twice a year keeps things clear. The idea of self-help can be carried out only by productive industries. Honestly giving value for value, labor becomes a stepping stone, a ladder to education, to all higher things, to success, manhood and character. Thus it becomes the moral force that it ought to be, for only as a moral uplifting force do I advocate such an extensive industrial system as ours, which, rightly carried out, may do incalculable moral good.

Self-made men have become so by being useful; by doing that for which there is a need, a demand. Ten hours a day for three years in one of our workshops, with constant evening study, followed by two

years in our Normal class (two years of night study making one year of the Normal course) gives a good education and a fairly complete mental, manual and moral outfit.

Look into the workshops; see the skilled mechanic, with student assistants, making articles by the piece, at a fixed price, sold at an advance to a clamorous market. Examine the account book. will show serious losses in previous years. That is now changed by new management and better outfit, Work is done only by the piece; small chance for waste or loss. The careless apprentice is "hustled" out, a new one put in his place, and after a few months' training earns wages enough to pay for his board, books and clothing; learns thrift, economy and a trade; is educated; can soon do as well as the skilled man at whose side he works. The foreman, or "boss," is chiefly concerned to see that the work is well done (else it is thrown back), that the boy has proper attention, and knows the reasons of things.

In a well-organized shop, the great difficulty is to get the right "boss," under whom reasonable profit is assured with well selected students. We are trying to have ideal workshops; but ours are yet far from perfect. Give us the needed time and backing. Who can, even with ample "plant," manufacture without working capital? This has not been supplied. Do not expect us to make bricks without straw.

Shall our present system of combining instruction with production as of equal importance, be developed into its best possible condition? If not, we must face disaster. I believe the true policy is to make our productive manual training system as perfect as possible. The leading idea is to make men rather than to make money. In well-organized shops, with evening study, we can make men. The hope of the working class of our day is in evening study.

I ask your attention to the following reports, printed and in manuscript, which give the details of

each branch of industry. Not all are doing very well. None are in really bad or hopeless shape. There have been, the past year, some changes and some marked improvement. Farming is full of uncertainties here as elsewhere. Our lumber business under somewhat changed management has had a hard time but is gaining and hopeful. It will become a crushing load or it will help lift this work. The Pierce Machine Shop with new management, some new outfit, and ably pushed, has a bright outlook, but needs an extension to meet its growing business, to cost \$2,250.00. Its field is great: making carts, trucks, wheelbarrows, farming implements, etc. for home and foreign markets, through a large Baltimore house. Our Girls' Industrial Department has made the best showing. Colored girls should have all possible chance.

Through the generosity of a recent lady visitor, a new and much needed greenhouse will soon be erected, and our girls have more lessons in floriculture than ever. This will tell on home life and character, as knowledge and ideas of beauty are spread. The best thing education can do is to help build up home life. Our girls' gardening this year, under Mrs. Goodrich, is very satisfactory.

By these methods, pursued for many years, we have been able to supply foremen and managers of industrial departments in institutions for colored people in the South. We have sent some thirty competent industrial "bosses" to Alabama, Florida and Kentucky. A complete set of colored heads, academic and industrial, has been spoken for, for a North Carolina School. I have great respect for and faith in technical instruction in the use of tools, in which production is wholly secondary, where things are made to illustrate a principle and which has no value except to the student. This should begin with "Sloyd" work in primary classes. We have, thanks to the Slater Fund, a Technical Carpentry Shop in which every trade boy has lessons in drawing. Though

fairly well appointed now, we will perfect it so far as possible. We have one such shop in which girls are taught with great advantage and satisfaction.

Both primary, ("the Sloyd") and higher grades are desirable. Still, I think, the best manual drill, education and instruction in business-like ways are given in regular workshops, by making that which somebody wants, even in the fierce competition of markets which we have felt. This we are trying to do. It is a hard struggle; the hardest one of my life.

I hope to have time, strength and the means provided to see it through to a solid basis. I think we are on the way to that point: shall we not fight it out, no matter who or what is used up in the effort?

#### The Work Of The Year.

For an account of the year's work in the Normal, Whittier and Night Schools, see report of Miss Hyde, head teacher, and of Miss Richards, head of Indian school, below, which show marked progress; better work than ever. See also report of Miss Clark, Lady Principal, whose special field is our school girls, and household economy: I ask attention to recommendations, especially the need of a new kitchen, the present one causing wear and waste, which we cannot afford.

During the past quarter century both sexes of the colored race have been educated together in this and many other institutions without, here at least, any serious trouble from the association.

No one anywhere has found or made any vital objection to the policy. The most remarkable part of it is what has not happened. This is a surprise, and an evidence of the good quality of our Negro student material.

For further account of the year's work see the following printed below:

Report on Academic Work, by Miss J. E. Davis, Review of Industries by Miss Annie B. Scoville,

Report on Instruction in Agriculture by Mr. C. L. Goodrich and Mr. John S. West.

The Social Life of Students, by Miss Edith Armstrong,

Record of Graduates, by Miss Cleaveland, graduates' correspondent, and of reading matter distributed, by Miss A. L. Bellows.

Report on Library, by Miss L. E. Herron, Librarian,

Health Report, by Dr. M. M. Waldron, Resident Physician,

Department of Discipline and Military Drill by Capt. R. R. Moton in charge.

On Religious and Missionary Work, by Rev. H B. Turner, Associate Chaplain,

The following reports are presented in manuscript for reference to and action upon by the Committees; to all of which I ask careful consideration; all but the first are summarized in Miss Scoville's Review of Industries. They are to be returned and completed up to July 1st.

F. C. Briggs, Business Agent, Purchases, etcwith account of boys' Holly Tree Inn.

Reports on boys' work department, Negroes and Indians mingled, under the immediate and general direction of Mr. Albert Howe, Supt. of Industries, as follows; made by those in charge.

Home Farm, 125 Acres, Albert Howe, Manager, and Hemenway Farm, 580 Acres, 4½ miles distant, John S. West, Manager, with Shellbanks Industrial Home in charge of Miss A. E. Clapp,

Farm Shops, (Wheelwright and Blacksmith) Albert Howe, Manager.

Huntington Industrial Works, Saw mill, planing and wood-working shops employing 55 students, H. S. Thompson, Manager.

Huntington Works Annex, Technical Department; Classes in drawing and carpentry, F. L. Small in charge.

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Primary Instruction in carpentry, Miss Parke in charge.

Carpenter Repair Shop, John Sugden in charge Blacksmithing, Geo. W. King in charge.

Pierce Machine Shop, Carts, Trucks, Wheel-barrows, and Agricultural implements made, G. W King in charge.

Steam. Gas, and Water Works, G. Vaiden in charge.

Printing Office, C. W. Betts in charge. Knitting Shop, Edward Jones in charge. Tin Shop, W. F. Bakar in charge. Shoe Shop, John E. Smith in charge. Paint Shop, J. F. La Crosse in charge. Harness Shop, Wm Gaddis in charge.

DEPARTMENT OF GIRL'S WORK, UNDER THE SUPER-VISION OF THE LADY PRINCIPAL.

Students' Boarding Department (Cooking done by boys) Report by Mrs. Titlow in charge,

Teachers' and Students' Laundries, Report by Miss Woodward and Miss Howland, in charge.

Teachers' Home (cooks, helpers and waiters, all boys) Report by Mrs. Andrus, Matron, Miss Blodget, Asst. Matron.

Girls' Industrial Department; Tailoring, Shirt and Dressmaking; manufacture of underwear, etc., Report by Miss Galpin in charge.

Miss Forsythe, Teacher of Dressmaking.

Winona Lodge, Indian Girls' Housework and Sewing, Miss Helen Townsend and Miss Vincentine Booth in charge.

Special Diet, Miss Judson in charge.

In this great quantity of reports will be found, I think, evidence of care and devotion on the part of managers and heads of departments. The more the Trustees can individually inspect the work of each one, the better it will be. I hope each Trustee will

make it a point to visit the school during the school term from October till June for at least two days; to inspect and advise.

Thanks to the generous, prompt action of the Trustees, a liberal sum. increased by the proceeds of a concert given in New York City, was raised to help our exhibit at the World's Fair in Chicago, which, under the supervision of a teacher, Miss Cora M. Folsom is, I think, creditable and effective, and will do good. It was wise to push the matter as has been done. I was unable, from absence, to do anything about it, but all has gone well. The aborigines of America and the forcibly imported natives of Africa furnish a singularly tragic chapter in American life, unique in the history of the world; and have given this country a most serious problem, one that has baffled its legislators, but which has been wisely, nobly, and hopefully taken up by our Christian people; to meet and settle which the Christian devotion and spirit of the country is rising generously and grandly. Emancipated Afro-Americans and Christianized Indian citizens are our greatest national glory.

Respectfully submitted, in the hope that, at the end of the next Twenty-five years of work of the Hampton Institute, it will, under God's blessing, have attained a much more perfect development than it has reached, and have sent out several hundred more earnest workers into the wide field whose needs and claims are second to none that appeal to those who love to spend and be spent for God and country.

S. C. ARMSTRONG,

Principal.

### Report on Academic Work.

Including Normal Department, Night School Depart-

ment and Whittier Primary School.

In October, 1892, the Normal School began on its 25th year's work. The present Senior Class will be the 23rd to graduate.

In the first catalogue of the Schoo', 1870-'71, I find the

following enrollment:

NORMAL SCHOOL GIRLS.		Boys.	
Senior Class, Middle Class, Junior Class,	5 12 15	Senior Class, Middle Class, Junior Class,	16 21 18
<b>J</b>		<b>,</b>	_
Total	87		55

The catalogue for the present year, 1892-'93, will show the enrollment as follows:

#### NORMAL SCHOOL.

Col. GIRLS.		IND, GIRLS.	
Seniors, Middlers, Juniors, Intermediates,	16 46 49 18	Seniors, Middlers, Juniors, Intermediates,	8 8 0
Col.—Boys.		IND. Boys.	
Seniors, Middlers, Juniors, Intermediats,	19 28 50 23	Seniors. Middlers, Juniors, Intermediates,	2 11 21 0
Total 286	236		50

In the fall of 1879 our Night School came into existence with Mr. Booker T. Washington as Principal Number of students, all boys, 36.

Night School census for the present year:

Boys.		GIRLS.	
Middlers,	19	Middlers,	0
Juniors,	52	Juniors.	15
Preparatories,	151	Preparatories.	15 68
ı Indian Boy	· ——	r Indian Girl.	_
	222		83
Total	305		

In April, 1878, came our first party of Indian students, 17 Indian braves released from a three years' captivity in Fort Marion, St. Augustine, Florida.

Indian census for 1892-'93:

Girls 45. Boys 90. Total 135

Going still further back, to the year of 1863, we find thousands of contrabands of war flocking to the peninsula, and Gen. Butler writing up to Washington to know what should be done with them, "Build them a school-house and send them to school," was the answer. No sooner sai 1 than done. The Butler School, a great wooden building in the shape of a Greek cross, so in held a motley crew of old men, young men, old women, young women, children and babies, eager to avail themselves of the wonderful privilege of initiation into the mysteries of reading, writing and spelling.

A contrast to the old Butler with its lack of conveniences is the present Whittier School, on the same site. with all the modern improvements in school rooms, desks, black-boards and school room apparatus; the whole, the gift of Mrs. Daniel McWilliams of Brooklyn, New York. As great a contrast as the two buildings, are the pictures we have in memory and present sight; on the one hand of a thousand men, women, and children full of earnestness and eagerness to get what they had hitherto been deprived of, on the other hand the picture of 260 children of the ordinary school age, enjoying the privileges to be found in a modern primary school, but tacking, alas, the appreciation and intense earnestness of their less favored mothers and fathers.

The Whittier School is improving in the tone and scholarship of its pupils. The highest grade has been con-

siderably raised this year.

I would speak most highly of the results of Miss Howes' work in gymnastics One who had seen the first classes of inattentive, restless, awkward and indifferent children would hardly believe his eyes, as he now looks upon the same classes of orderly, interested and attentive children, and note the improvement in carriage and general bearing.

The drawing for the year has been under the care of Miss P. F. Pond, a graduate of the Boston Normal Art School. Miss Pond has also had charge of the free hand drawing in the Night School and in the Normal School,

thus unifying the work in drawing in three schools.

The Cooking School, under Miss Hattie Howe, has seen an unusually successful year. Generous responses to appeals for help have made it possible for us to have an extra number of classes and to give all the older girls a chance to cook Although the cooking course is voluntary, but very few of the girls have failed to avail themselves of the opportunity of joining the classes.

The fine large kitchen has been used this year, as last, for afternoon teas and mothers' meetings. I have been

much pleased with the way the parents have responded to the invitations, as it has given me the only chance possible now, of meeting with them and talking over the children.

now, of meeting with them and talking over the children.

Miss Susan Showers, in charge of the school for the
year, has done a great deal of visiting in the homes of the
children, while the teachers of the different rooms have been
responsible for looking up and calling upon their own children.

One of the most important additions to the Whittier this year, has been the introduction of the Kindergarten, under Miss Emily Viets, of the New Britain, Conn. Normal School.

The Kindergarten is a success, not only for what it does for the children but for what it is doing for the parents who visit it, and for the object lesson it furnishes to the members of the graduating class, who have observed in the room as a

part of their normal training.

Besides her Kindergarten work, Miss Viets has given lessons in "Sloyd" to half a dozen of the smaller Indian boys at the Normal School. I most sincerely wish that the Sloyd system might be introduced at the Whittier another year and that all the older boys and girls might be instructed in the use of tools.

### Night School.

As this is my first year in charge of the Night School, it has been one of study, rather than of suggestion.

The study has been an interesting one. We admitted this year 112 new boys and \$4 new girls. Although each year shows improvement in the scholarsh p of new students, they are still but poorly prepared to enter the school.

The mass of material goes into the preparatory grades, where it receives instruction in the elements of language, reading, writing and speiling. From the city schools we receive some few who are able to enter the Junior class of the Night School, while in the Middle class for this year we find two young men who have come to us from other schools.

Our Night School consists of two classes of students; one working for one year and expecting to enter the Day School the next; the other class, trade boys who expect to

work at their trades three years or more.

How to arrange the Academic work so as to give the trades' boys the best, and most practical and most business like an education, is a problem over which we are now working most earnestly and which we hope to be able to solve in a satisfactory manner before the beginning of another year.

Perhaps the most important step taken this year, in connection with our Academic work, has been an attempt to unify and "dovetail" the work of the different schools. All but one of the Night School teachers have taught in the Day School also; while, of our 22 Normal Day School

teachers, 13 have taught in the Night School as well. Two of the teachers in the Indian Preparatory School (See Miss J. E. Richard's report of same) have been numbered in the corps of Night School teachers also.

The value of this interchange of teachers has been apparent in both schools, and has been felt by both teachers

In connection with Night School work, I want to speak of the introduction of the electric light into the two assembly rooms of Academic Hall; it has not only improved the study hour rooms but has given us more force of gas throughout the rest of the building.

I should also like to speak of the satisfactory condition of the steam heat in both the Academic and the Science

Building.

In summing up my report on the work of the Night School for this year, I will mention the following points as showing objects aimed at this term.

I. A more careful weeding out of poor material,

2. A raising of the standard in reading, writing, arithmetic and spelling.

3. Longer recitations of an evening; fewer of them; the apportioning of a certain amount of time for study hour.

4. Placing the preparatory classes under one teacher instead of four.

5. A following up of students at their work and attempting to work in knowledge and in sympathy with the teachers of the industries.

6. A more perfect unity: correlation of work of all the schools, by an interchange of teachers.

#### Normal School.

In reporting on the work of the Normal School for the year, there seems little to mark it from that of last year.

Our lower classes being made up almost entirely of students from the Night School, there is no drudgery of examinations to be gone through with. After the first few days, therefore, we are usually in good running order. This is in strong contrast to the mass of bran new material which must be examined and classified before we can settle down to routine work.

The only change in the course of study for the year is the introduction of Rhetoric into the Senior year.

For further particulars as to our course of instruction, let me refer you to the report of Miss Jane E. Davis, in

charge of the Science work in our schools.

The singing classes in all the schools have done excellent work in reading music. under Miss Bessie Cleaveland, assisted in the Whittier and in the Night School by Miss Edith Armstrong.

The free hand drawing classes under Miss Pond and the mechanical drawing under Mr. F. L. Small, in charge of one

of the technical shops, have shown good results.

All the trades boys have been under Mr. Small's care. The object of the work has been to give such instructions in mechanical drawing as may be applied to the different trades and to teach the pupils to apply the instruction; to teach pupils to be able to read and construct working models. Many of the foremen of the shops report favorably of the work in mechanical drawing as seen in its effect upon the boys in their trades.

The gymnastics have been taught this year by Miss Grace Howes. She has had the girls of the four Junior classes and the Intermediate girls. Miss Howes' work has been thoroughly satisfactory, both with the Normal girls

and the Whit ier children.

One of the most important and most appreciated steps taken this year, has been the organization of all the Day School boys, excepting the Senior boys, into agriculture classes, taught by Mr. Geo. West, in charge of the Hemenway farm, and Mr. C. L. Goodrich, in charge of the Greenhouse.

Many of the boys have spoken appreciatively of the work while returned students, who have been out teaching for a year, speak of the great need of a knowledge of agriculture, both for their own sakes and for what they may be able to do for the farmers among whom they live.

I am more than ever impressed with the idea that the education we are giving our students is to be successful in proportion as the ideas of getting and giving go hand in

hand.

The one reason why the year out at teaching, which comes at the close of the middle term, does more for a Senior than one extra year added to the course of instruction, is to be traced back to this principle and the Senior Class has shown its appreciation of the principle by choosing for its class motto "Receive to Give."

Those of our students who have disappointed us have invariably been those who have left out the idea of giving and have either learned their trades for the sake of the trade and the money it will bring them or received their education with the one idea of benefiting themselves. The Normal idea of the school must be kept strongly in the minds of the pupils, trades boys as well as Normal School students.

In closing my report I want to speak most earnestly and appreciatively of the work of the Academic teachers, whose attention earnestness, unselfishness loyalty and unity of purpose have made possible any element of success which

the year may have brought us.

I call your attention to the figures below, showing the year's census of the four schools as follows:

#### NORMAL SCHOOL.

Colored girls, Indian " Russian		129; 16; 1;	Colored boys. Indian "	117 31
NIGHT SCHOOL.				
Colored girls, Indian "		83; 1;	Colored boys' Indian "	223 I
INDIAN SCHOOL.				
Girls.		29;	Boys,	59
WHITTIER SCHOOL.				
Girls,		136;	Boys,	129
Total,		395;		559
	954.		ELIZABETH HYDE.	

# Indian School.

Our enrolment of Indians for the present school year has been 135; viz, 45 girls and 90 boys. I his does not include a party of ten who returned to the West the first of November, nor a graduate who was here for a time in the fall. It is also exclusive of four graduates, three girls and one boy, pursuing their studies in Northern schools, yet still under the care and supervision of Hampton.

The tribes represented have been as follows:-Shawnee
Seneca, I. T.
Oneida, N. Y. Penobscot 2 Sioux Oneida, Wis. Micmac 2 Piegan, Mont. 9 Winnebago 5 Onondaga 4 Omaha 4 Seneca, N. Y. 13 Pottawatomie I Cayuga Otoe 2 Tuscarora 1 Sac & Fox 1 Shinnecock

The health record, as will be seen by Dr. Waldron's report, has been remarkably good. No death has occurred during term time, but in the summer vacation a Crow Creek boy died at the school, and a Santee girl, who had been in a pleasant home at the North for over a year, was suddenly taken ill and died there.

Sixty-six of our Indians were scattered in different places last summer, not only among the Berkshire hills, but in other parts of New England and New York. The "out-

ings" were unusually successful, and a still larger number

will probably be at the North this summer.

Miss Snow arrived with her party of 26 from the New York Reservations Sept. 21st and was soon followed by Mr. Gravatt with 20 from Dakota, Nebraska and Wisconsin.

As time goes on, the term "Indian Department" seems, in a measure, to lose its significance. Less and less do our Indian pupils have to be treated as a "peculiar people." More and more they are able to stand shoulder to shoulder, in study and in work, with civilized, English-speaking youth of other races.

The striking contrast between the parties of to-day, and those of twelve or fourteen years ago, is of course largely due to the fact that so many have come of late from reservations in close contact with civilization, yet the progress of the more easterly tribes serves as an object lesson to show what those farther west may soon reach. Already we see boys from the very same camps and Agencies that once sent out long-haired, blanket Indians, coming to us in citizens' clothes and with a good start in English and the three "R's." These speak for themselves of the change that has been wrought at their own homes.

Fifty Indians have been in the Normal School, while a large proportion of those in the Indian School proper have been taking up the Junior studies, though very slowly and with a vast amount of explanation and repetition. The plan so successfully carried out this year in the Night School, of having the same teachers, when possible, in Normal and Night classes, is to be tried to some extent with the Indian classes next year, thus bringing teachers and pupils more fully into the swing and current of the regular school, and also, it is hoped, making the Indians feel less shy and ill at ease when they attain to the dignity of Juniors.

Our advanced class this year has not only been unusually large, but especially wide awake and responsive. A most encouraging sign of progress on the part of the scholars has been the greater willingness to stand their ground in the face of difficulties and to try again even after failure, a particularly hard thing for Indian pride and sensitiveness. They have been more ready also not only to answer but to ask questions, thoughtful questions too, as when an Oneida boy, studying about Columbus and the conjectures of the natives touching his ships and sailors, inquired of his teachers, "How could the Spaniards know what the Indians thought about them?"

Besides the two sections of the all-day Advanced Class there have been three divisions working half a day and attending school the other half.

The year has brought comparatively little change in studies or methods, but we give the following summary of those pursued.

#### ENGLISH.

"First Lessons in English" by Southworth and Goddard has been used in several language classes, while the aim has been to push the use of complete, correct sentences, whether in speaking or writing, all along the line, in whatever study. Written questions in geography, history and physicology, the transposition of poetry into prose, the reproduction of stories, the writing of letters and exercises in dictation, all these have been put in play to train pen and tongue. Much interest was awakened by the receipt of a budget of letters from the pupils of the Lincoln school of Brookline, Mass., describing their own school life, with the request that these letters be answered by our Indians. The Indian candidates for the Normal School are now expected to pass a special examination in "talking" before they are admitted as Juniors.

#### ARITHMETIC.

Drill in fractional parts, measures and United States money is now given to our beginners. Scholars who have worked up through the lower grades are therefore prepared, on reaching the Advanced class, to go over the ground in fractions, decimals and compound numbers required for the Junior examination. Sheldon's Arithmetic and the Popular Educator No. I have been the text books used. Original illustrations of arithmetical problems have been very helpful, and with the beginners especially, drawing has held a prominent place in this branch of study.

#### READING.

The chief aim in the reading classes has been to develop thought; to train the pupils to understand themselves what they read, and to convey it in a simple, natural way to others. Indians are apt to speak with almost closed lips, and some of our sounds, "th" for instance, are very difficult for them to acquire. Much drill in elocution is needed. To help in securing clear enunciation from both races it has been suggested that some teacher in her summer vacation should especially study up the "visible speech" methods used in training deaf-mutes. Davis', Barnes' and Harper's readers, the Normal Course, the Story of the Bible and a primer of English history have been used.

# GEOGRAPHY.

Niles' Advanced Geography, Butler's and Swinton's Introductory, have been the text books in this branch. Some of the scholars have found themselves beyond their depth however in the more difficult of these, and experience seems to prove that a simple Geographical Reader, such as King's, which was used early in the term, is really best suited to the needs of most of our students, Globes, maps, moulding

boards, pictures and vivid descriptions of places must of course fill in any book outline.

#### HISTORY.

"The Beginner's American History" by Montgomery has proved a charming book for supplementary reading in our history classes where Quackenbos's Primary United States History is still retained, Stories from "Grandfather's Chair," "The Boys of '76" and other works, help the teacher to make real to her pupils the scenes of other days. Many of our Indians never get beyond the Indian School. It is particularly desirable for these that their horizon should be enlarged, and a taste for reading cultivated, by such a study as history. Moreover, recitations in this branch, free from technical terms and involved ideas, furnish capital scope for language work.

#### PHYSIOLOGY.

This branch has been taken up more fully than heretofore. The text book used in the higher section of the Advanced class has been "Our Bodies and How we Live" by Blaisdell. After studying the lesson in the book, the scholars have told in their own words the thoughts they have succeeded in getting out of its paragraphs, holding the actual specimens in their hands, as iar as possible, while talking about them. Their teacher says, -"The Indian has none or the shrinking natural to some students in handling bones and studying specimens from the meat house, but enters into the investigation in a philosophical manner, as though the organ in question were a complicated piece of machinery which he was allowed to investigate. Curiosity is a prominent trait in Indian cnaracter, and morning protection ter than to see how things are put together, and why this ter than to see how things are put together, and why this The way is better than some other he may have in mind." The lower section has used no book, but "has taken topics from the board, giving an oral recitation the next day, and when the subject was finished, has written out an account of what they had learned. Some quite excellent drawing of skulls, skeletons, hearts, etc., testifying to their closeness of observation and attention to the objects and charts placed before them." One of the Indian boys gave as his opinion that, "Physiology is a much useful study for us Indians; once my people know nothing of body or soul, now the missionaries show them about soul, but they have yet to learn of body."

#### WRITING.

The formation of a good hand has been aided by doublelined paper and by exercises with slants, square lined paper, and letters drawn upon the black board.

Decided improvement has been made.

# SINGING.

Under Miss Cleaveland's instruction gratifying progress has been made in singing by note, and in learning new airs, She has found her Indian classes remarkably quick in giving correct tones, even if the voices lack the richness and sweetness of the colored students.

Miss Edith Armstrong has kindly given the Indian girls Swedish Gymnastics twice a week.

#### WINONA.

The matron at Winona is able to give a good report of the care taken by the girls of their own rooms and the performance of their daily tasks in keeping the big building in The work, in the main, has been done promptly and cheerfully, and when a girl has been sick, and her share of sweeping or scrubbing must fall upon some one else, the needed hands have usually been ready to take up the extra burden. The Winona dining room which takes the overflow of girls from Virginia Hall, is a cheerful, cosy little room, and gives opportunity for lessons in setting the table, dish washing, care of sick, etc. Its quietness and home likeness are much apprecited by some of the girls, who quite dread to give it up for the stir and bustle of the large hall.

The cooking class, as will be seen from Miss Scoville's report on industries, gives practice in the culinary art, while the Housekeeping Cottage still further reinforces the training of the girls for future home life. Here they learn how to make a little go a long way. It requires some planning and thoughtful economy to stretch their allowance of fifty cents a week for four girls (with milk and flour thrown in) to cover four suppers. Yet they have succeeded in getting up simple, wholesome little teas, and have often done the honors of the Cottage to an invited guest. Some of them have gained experience in cooking in summer homes at the North. The Christmas supper at Winona this year and the Lend a Hand sale in the spring were supplied with delicious

cake made by some of these young housekeepers.

The School Exhibit at Chicago will show some credita ble specimens of Indian girls' handiwork from the Technical Shop, as also specimens of their skill in sewing, not only samples of darning, patching, buttonholing, overhanding etc. but a pretty gingham dress for a grown person, and a very dainty set of baby clothes made and embroidered by their deft fingers. Mrs. Seymour finds them very apt in cutting, fitting and making over dresses in the Sewing room, as they copy in gingham or flannel some new cut of skirt or sleeve caught perhaps with quick eye from a visitor passing through class room or dining room.

The Laundry, so long in charge of Miss Washington, who is now assisting in the Calhoun School, has this year been superintended by Miss Booth, formerly a teacher at Carlisle, and later one of the pioneer workers among the Apache prisoners at Mt. Vernon. Special effort has been made to teach the girls promptness, system and dispatch in their performance of the work in this department. That all the washing might be finished up on Monday there has been need of "close connections," an hour and a half bee being allows each squad of ten girls. In the ironing laundry some book shelves and other touches have been added, suggestive of the idea that a kitchen or other work room may be something more, and that a book may be caught up while waiting for irons to heat or to cool, or in leisure moments when one's task is done.

#### THE WIGWAM.

Miss Semple and Mr. Gleason have both noted a growing spirit of manliness and courtesy among the boys the past

year

They have taken high ground in regard to English speaking, and through their own Council have imposed fines, quite heavy considering their limited sources of income, for indulgence in Indian. Speakers appointed by themselves have given brief talks once a week on points of morals and manners, and matters pertaining to their own building, their Company in the Battalion, or to school life in general. Their Sunday evening "Sings" in the Assembly Room of the Wigwam, under Miss Edith Armstrong's direction, have been pleasant and homelike.

Much interest has been shown this year in their studies, and also among the older boys in the questions of the day, as they have kept up with these by reading magazines and newspapers, studying the bulletin board at Academic, and listening to the news budget as given in the opening exercises. Their occasional Saturday evening debates have been

entered into with no little zest and enthusiasm.

Gen. Armstrong's illness has seemed to awaken a fresh sense of indebtedness to him, of loyalty to the school and of pride in its work.

The Christian Endeavor Society has greatly helped some of its members to express their thoughts and to lead their

meetings with a certain quiet dignity.

The Sunday School under Mr. Gravatt's charge has seemed of especial interest and helpfulness the past year, as has also the Thursday evening meetings held at Winona by Mr. Frissell, Mr. Turner and Gravatt. In not a few instances we trust there has been a deepening and strengthening of Christian life among these boys and girls.

While retaining to the full our interest in the education of the Western Indians we concur heartily in the wisdom of Gen. Morgan's plans of giving a broader chance than hitherto to the New York tribes, and are glad to open the doors of Hampton to them, and also to the Indians of Maine, from

of Hampton to them, and also to the Indians of Maine, from which state we have a small, but very promising, contingent.

The last receive no aid from Government, and two of the Oldtown boys admitted this year are making a brave struggle to do what they can to support themselves while pursu-

ing their studies.

Many of those coming from the New York Reservations are also accustomed to hard work and to self-support, and are among our most earnest students. They know enough to realize the value of more knowledge, and to crave that training of hand and head which will better equip them for the battle of life.

A story now coming out in a popular magazine gives a graphic sketch of the ancient Iroquois and their prowess, they "the masters of the forests as the Sioux were of the plains." These old-time enemies now meet peacefully in the halls of Hampton. That the eagerness once shown on the trail can be directed to the pursuit of higher things is illustrated by the following extract from a letter written by a descendant of these same Iroquis, now a member of our Pas-

tor's class, to his scholarship friends at the North.

"I used to sat up studying until twelve o'clock and chop firewood in the morning until school time and do the same after school. Since that time I have been able to read, figure and write little. Year later started a little store on our reservation and that gave me more chance to write and figure etc. After four years I got very interested about Sunday School lessons, and I purchased Henry's Commentary of the whole Bible. More I read the Bible more I like it and more education I need it. Finally I got the idea to preach the Gospel or study ministers."

JOSEPHINE E. RICHARDS.

# Colored Girls' Department.

The colored girls in the Boarding Department this year have numbered 212, of whom 129, a smaller number than last year, are in the Normal, and 83, a larger number than last year, are in the Night School. At the present date, 44 have dropped out for various reasons; 10 for sickness, 11 of their own accord, 16 for poor scholarship, 6 as unsatisfactory in work and character; and there has been one death.

All reported promptly when school opened Oct. 1st, and were accommodated in Virginia Hall and the Cottage. The buildings were overcrowded, as is usual, but the "weeding out," and the opening in November of the new domestic science building, the "Abby May Home," relieved the pressure and made living more comfortable. The constant contact of the girls with the teachers, in the classroom, in the circles of "tens" and in the home life, very soon produced a marked change in the whole bearing of the new students, and it was not long before they and the old ones became very good friends. On every corridor a teacher is in charge.

and this year an additional duty has been very cheerfully undertaken by her. I refer to the putting out of lights, seeing that the girls are properly in bed, and arranging the windows for good ventilation during the night. It is a decided step in advance, in the education and civilization of

our girls, and the results are very gratifying.

Every girl's room in Virginia Hall is supplied with a movable wardrobe, part of the original furniture of the building put in nearly twenty years ago. As many of these are out of repair, besides being too small for the use of the threes and fours in a room, I suggest that gradually they be replaced by such as are built in the rooms of the Cottage. Greater cleanliness and neatness will be the result, besides doing away with the present overcrowded condition.

Some of the girls are employed in the Sewing. Tailoring and Dressmaking Department. Each year there are more and more applicants for the trades of tailoring and dressmaking, and it is proposed another year to extend the latter trade to two years, and require the girls to take a competi-

tive examination to enter either of them.

A large number of girls are employed in the laundries. The work done in the Students' Laundry this year has been more satisfactory than ever before. Clothes are washed cleaner and fewer losses are reported. There has been more careful personal supervision of the work, less waste of material used, and the instruction has been more systematic. The Laundry has had to work under many disadvantages, however, from lack of steam and from badly adjusted machinery, and the wear and tear, in consequence, to those employed has been more than it ought to have been. But the matter is in hand, and will, no doubt, be remedied.

Lessons in cooking and carpentry are given to the Normal School girls of the Middle class; two lessons each week for a half year is the time devoted to each subject. An evening sewing class for the Junior and Middle girls on the evening before their work day, was started in the middle of the winter, but as the classes proved to be too large to handle, the Juniors were dropped out. Next year they will be continued, but with the Junior girls, as that is where they are most needed. All the cooking and sewing classes are held in the new Domestic Science building, which is admirably adapted for the purpose. But that is by no means all that is done there. A class of from eight to twelve girls from the Work Department live in the building, and, for several months, are occupied in learning all the branches of domestic life, including cooking, laundry work, chamberwork and plain sewing. Its object is not to train girls to send north as servants as has been erroneously supposed, though some of them do seek employment in that way, and honest self-support is always encouraged, but to extend the principles of normal training in that line of work, and to fit our girls to make comfortable, neat homes, and to give a higher moral tone to their lives. This being the first year, the course has been more or less experimental, but it is capable of large possibilities, and another year will show greater results.

Gardening is taught to a class of girls from the Work Department. They devote some of their spare time after work hours to the preparing of beds and the cultivation of common garden p'ants. In April the work was started, and consisted of seed planting and propagating from cuttings in the green house, preparatory to setting out when the weath-

er permitted.

I would like to call especial attention to a very much needed improvement in the kitchen arrangements. They are at present located in the basement of Virginia Hall, are several feet underground, and the ceilings are very low. The strongest and best men are required to do the cooking and baking for our very large family of nearly eight hundred people, and the hours of labor are long. Most of the cooking is done by steam and there is of necessity an accumulation of it in the rooms. The low ceilings and bad ventilation do not allow it to pass off, thus rendering it a damp and unwholesome place of work and all the bad smells from cooking pass up through the building. There is great need for the construction of a large, airy, well-lighted and well ventilated place in which to do the work of so important a department, and as the health of the workers there is affected by the unwholesomeness of the place, it is hoped that some remedy for it may soon come

There has been an excellent spirit among the girls during the year and very few cases of discipline have occurred, and as there has been comparatively little sickness, no serious inroads have been made in either lessons or work.

> ELIZABETH CLARK, Lady Principal.

## Normal School Class Work.

The work of the Normal School has been similar to that of last year. The attempt to increase the student's mental power by teaching h m to observe carefully, to concentrate his thought, and to reason to correct conclusions, has been continued. The teachers of the Senior Class have been led to feel that the standard in reading, writing and spelling must be raised, and more attention has therefore been paid to these subjects in all the classes.

#### READING.

Owing to their faulty articulation, and limited vocabulary, oral reading is difficult for most of our students when they enter the preparatory classes. Careful attention is

therefore given throughout the course to physical and vocal drill, the ends in view being correct positions in standing

and sitting, and distinct speaking.

"Nothing has forwarded the work in articulation so much as the repetition of fine selections which have been committed to memory. Nothing is said concerning emphasis or inflexion; the direction is 'Find out what the passage means; give the class the thought.' This work has awakened great interest. The classes repeat, with evident appreciation and enjoyment, passages from many of the best English and American writers."

Besides Eggleton's First Book in History and Stories from English History, the Juniors read the simpler poems of our American authors, being held responsible for the meaning of each passage as well as for the word pictures, allu-

sions, and unfamiliar words,

In the Middle year are read the longer works of our American poets. The Legend of Sleepy Hollow, Sketches by Charles Dudley Warner, and by burroughs, The Mer-

chant of Venice, and English History.

The Seniors have this year divided the time between English and American Literature, but as American authors are now read by the lower classes, the Seniors will hereafter devote the entire year to the study of English writers. Compositions are required from all the classes in connection with their reading, and they write in literature note-books the outlines of authors lives as well as many selections from their works.

Occasions for reading outside of the regular course are found in the celebration of poets' birthdays and in the preparation for holidays like Christmas and Thanksgiving, while this year the classes have been interested in reading the life and works of the Poet Laureate. Good, framed portraits of American and English poets have greatly assisted the work of the reading teachers this year.

"It is a constant encouragement to find classes so ready to appreciate the best things. The quick response and sympathetic interest shown by our students make our classes

in reading and literature most enjoyable.

# WRITING,

"The objective points in the teaching of writing this year have been to cultivate in the pupils minds a conception of the perfect form of all the letters, both singly and in combination; and by means of a system in which the construction of the letters has been taken up as a series of drawing lessons, to hold them up to a standard of absolute accuracy in the proportions, refusing to receive anything else as creditable." The same plan has been adopted in all grades with very satisfactory results.

Spelling has been taught in connection with the writing by training the students first, to copy without mistakes,

short poems and memory gems, and later, to write much from dictation, always along the lines pursued in reading, mistakes being found and corrected in study hour by the students themselves, and the papers afterwards marked by the teacher according to the thoroughness of the work.

## LANGUAGE.

Of equal importance with the correct reading and writing of other peoples' thoughts is the proper expression of the students' own ideas. Knowledge is not power unless one is able to express it. As in the past, more attention has been given to English than to technical grammar. This year the students have used no text book in grammar, but have found Southworth and Goddard's excellent book entitled First Lessons in English, which they have used instead, well adapted to their needs. The upper sections of the Junior Class have had oral lessons in grammar, and will, at the close of the year, have accomplished about as much as they would have done with text book.

The Middlers have had a course in technical grammar as last year, the object of this course being to prepare them for the county examinations which they must pass in order to obtain schools to teach during their "Wander Year,"

The language work of the school has been unified so that the work of the Grades in the Night School is now a thorough preparation for the Junior and Middle courses. Owing to the careful drill they have had, and the increased use of pen and ink which has been required, the work of the writing classes has been especially helpful to this department.

This year the language work has been continued in the Senior year by the study of rhetoric, the text book used being Composition and Rhetoric by Practice, by Prof. Wm. Williams. The new work has enabled the students to express themselves with more facility and correctness, at the same time giving more opportunity for composition work. Essays written for other teachers on various subjects have been brought in and criticised in this class, thus securing greater unity in the language work of the Senior class.

# ARITHMETIC.

Even in this subject it has been found necessary to teach reading, as the greatest weakness in Arithmetic is the lack of ability to understand the English of an example. When once the meaning is grasped, there is little difficulty in working the problem. More stress is therefore laid on mental than on blackboard work, and much time is given to the reading and explanation of problems without the use of figures.

Since the object is to teach Arithmetic for practical use in everyday life, only such subjects are taught as will be useful, numerous simple illustrations being given, rather than difficult test examples or puzzles, and drawing and objects being constantly employed. It has been suggested that each grade instead of studying a certain part of the Arithmetic, should be given a bird's eye view of the four rules, fractions, decimals and percentage, the work growing more difficult in each grade. The students in the Senior Class are taught how to keep a cash account, being required to balance their accounts every day. They become familiar with ordinary business transactions, drawing and endorsing checks, and writing notes, bills and receipts.

# GEOGRAPHY AND HISTORY.

These two subjects are closely altied, and have been temporarily under the same management. In the daily news classes, students are encouraged to take an interest in all current topics, including items of interest about foreign countries. The ships of all nations assembled in April in Hampton Roads, which all the students had the privilege of seeing at close range, greatly stirred their interest in foreign countries, their geographical positions, forms of government and relative importance.

The general plan in geography is to begin in the Junior year with the forms of land and water at Hampton, proceeding to the study of continents, thence to North and South America in detail, especially the United States and Virginia, simple lessons in Physical Geography being given at the

same time.

In the Middle year, there is much more careful study of Physical geography and more study of the continents of the Eastern Hemisphere, with much outside reading and several talks from travelers in toreign countries. Map-drawing and sand modeling continue throughout the course.

Weather reports are made in all the sections, and weather maps are studied with interest. Rain gauges, maximum and minimum thermometers, and signal flags are supplied by the school, weather bulletins being received from Wash-

ington.

The aims sought in the teaching of both history and geography are the strengthening of the memory, and the broadening of the interests and sympathies of the students,

more importance being attached to the latter object.

The course of history has not been changed. The Juniors read United States History, and study it all of their Middle year, at the same time reading English history. The Seniors study Universal History, as well as current history in the papers in connection with Political Economy and Civil Government. They are taught how our own government is carried on, and what are the policies of the different political parties.

In economics they learn the fundamental principles in regard to the elements of production and the ways in which value is added. Everything possible is done to make the subject practical, and the test at the end of the year, con-

sisting of essays on the topics of the day considered from an economic standpoint, often show power in applying principles

as well as study of the facts.

Old Testament History is studied in the Junior and Middle years in the school, and New Testament History by the same classes in Sunday School. Blakeslee's New Inductive Lessons on the Life of Christ have been introduced this year with excellent results.

#### SCIENCE.

The science work has this year been unified by being organized into a department. Instruction is given in the elements of geology, botany, physiology, zoology, physics, chemistry and agriculture. The course in geology is given in connection with language work in the Junior years of both night and day schools. The object in this as in all other branches of science is to lead the students to find out all they can for themselves by observation, and reasoning from observation, to clear, definite statements of facts. The work is both oral and written, the plan being so to have the students handle objects or observe experiments, about which they make statements in answer to definite questions. After this comes discussion of the subject and finally the assigning of a composition exercise. Similar lessons in botany are given in the Middle year.

The work with the Juniors in physiology in both schools has been more practical than ever before. As in previous years, constant use has been made of charts and of specimens from the market, the object in teaching physiology and anatomy being to lead the students to obey hygienic laws with intelligence, and also to make them feel the neces-

sity of teaching others to obey them.

Since our studen s often teach in country districts far from a physician, it has Seemed necessary to give more emergency lessons than usual. Children from the model school have served as patients, being the imaginary victims of all sorts of accidents, and submitting with patient good nature to the putting on by the students of bandages and splints, to the binding up of wounds, and the treatment for fainting and the resuscitation of the drowned.

Owing to the extra work in physiology, there has been less time that usual for zoology. The method followed is to study each branch of the animal kingdom by means of a typical animal, using specimens handled by the students, who are thus taught to observe the forms of life about them, to compare them with each other, and to discover how each

is specially fitted for its manner of life.

The Seniors have had the same course as last year, the elements of physics and chemistry adapted to their needs in the form of a laboratory manual which they use at their own desks in the laboratory; this work is supplemented by the use of a text book and reference books in the library. They

have shown pleasure and enthusiasm in the work and have developed power in doing it. Drawing is an important feature in all the science work and is used as much as possible.

Agricultural science has been taught this year to the boysof the Junior and Middle classes of the day school on the evenings preceding their work days, each boy having one lesson
a week. "The method has been to give the pupils a few factsand principles, and then by questioning lead them to draw
inferences and discover other facts and principles for themselves." These are then put on the blackboard and copied
into note books.

A regular course has been followed, but a digression from the course was made in February when, because of an opportunity for practical work in that line, the subject of the pruning of the grape vine was discussed and the work done during the following week. The object of the course is to get the students interested in agriculture, and to set them thinking for themselves, as well as to make them familiar with such scientific terms as will enable them to read intelligently the current agricultural literature.

Both teacher and students have been at a disadvantage, since, owing to the fact that the lessons are given on the evening preceding the work day, the classes are not well-graded, several grades working on the same day. In addition to this work, it is proposed next year to form a class of farm boys, and give them the advantage of a three year's course in agricultural science in addition to the practical in-

struction they receive in their work on the farm.

While the work of the science department is still unsatisfactory in some ways, the changes that have been made have been in the right direction and point toward ultimate success.

# DRAWING.

This subject has been taught this year entirely from objects, the aims having been the training of the eye to see and the hand to execute truthfully.

"When once a student realizes what he sees, the struggle is half over. For the rest, it is hard at first for the untrained hand to obey the will."

The greater part of the Junior work has been drawing from models, chiefly type forms, with occasionally a little furniture drawing. "In addition to the outline model drawing, the Middlers and Seniors have taken up charcoal in light and shade, making many very creditable drawings from casts of flowers, fruit and animals."

#### MUSIC.

No study is more useful in developing habits of attention and power of concentration of thought than music. The results of a lack of interest are nowhere more noticeable than in the discord that follows the wandering of the eye

or the flagging of the attention. The experiment of placing music in the school curriculum has proved a decided success. "The aim has been to train the student to think in tone with accuracy and rapidity, whereby he has gained not only the ability to understand and appreciate the language of music independent of words, but also concentration of thought." The Holt System has been used but without confining the work to the exercises of the Normal School Course.

The students are now able, having acquired some knowledge of reading music, to render with accuracy of tone and rhythm difficult part songs and choruses. More time has been given to music this year than last, with consequent broadening of the work, but an increased extension of time is hoped for next year, which will no doubt lead to still greater results.

## PRACTICE TEACHING.

Since Middlers are required to teach a year before returning to graduate, regular instruction in practicing teaching is given during the latter half of the Middle year. As much as possible the work is founded on observation. "In a room adjoining that used by the method classes is an ungraded school consisting of Whittier children taught by a graduate of the New Britain Normal School." The Middlers spend much time in this room observing the children, and studying the methods used in teaching them. The school is ungraded, so that the work may be as much as possible like that which our students will be called upon to do, few of them having an opportunity to teach in a graded school. "From the observation work, the scudents are led to discover underlying principles of education and upon them to base their methods of teaching."

When the Seniors return after their year of teaching they know the needs of the schools in which they are to teach, and feel the necessity of using every opportunity to fit themselves to teach successfully. Much time is spent in discussing the schools which they have taught during their year out; conditions are discussed, and improvements suggested. "A month at the Whittier School, where they act as teachers under competent critics, gives them an idea of a graded school and a higher ideal of what teaching means." Finally, near the end of the course, the Seniors have a written examination in the elementary branches which they expect to teach, namely, arithm tic, geography, U. S. history, grammar, reading, writing and spelling.

#### SUMMARY.

Perhaps the greatest gain of the past year is the increase in unity throughout the school The night school and day school being now under one management, more teachers have classes in both schools, a fact resulting in gain to both sets of teachers and students, as it makes possible greater

unity in every department.

More time has been given to music, especially to singing from notes, with most satisfactory results. There has also been a closer correlation of studies, and a raising of the standard throughout the school, but especially in reading, writing and spelling.

On the whole, there is great cause for encouragement in the results of the year's work, and in the promise for the

future.

J. E. DAVIS.

# Review of Industries.

There are two distinct and opposite ideas of the manner

in which an industrial education should be given.

One is the idea of absolute perfection in detail, that spends days and weeks in finishing one point with no idea of the article's filling any demand, but simply for the skill it gives to the hand. This is exemplified in its highest form in the "Sloyd" method. The whole thought here is given to the power that the individual acquires by this work, not to the worth of the article made.

The other theory is the more natural, if less scientific one of learning to do something because there is a demand for it and we have a chance to fill it. In this, too, perfection is sought for its educational value and also because there is a demand for it in life. This is the method by which every

Yankee boy learns to farm.

The parent or the State that has wealth, brains and power may well take its children from the cradle and train them in Kindergartens, Sloyd and Scientific schools and turn out at the end a man or woman ideally educated, but the great mass of mankind is forced to stand and cry "Give us a place—a chance to earn our bread." Comparatively few hope to have their boys taught, they only ask for a chance to try, a place among workers, that they may teach themselves.

Each of these schemes of learning has its advantages and neither is perfect. They stand in the same relation to each other that the so-called college man and self-made man do. The college man can do nothing unless he is also self-made: the theory-trained mechanic will amount to nothing unless he also receives the self education of practical life.

Mr. Warren, the critic teacher, who visited us this

year, says:

"It seems to me that the idea of manual training or even of trades teaching is opposed to money getting. That where one is the other cannot be. If lumber is to be sold

energies bend to that.
I think this day working and night studying is admirable

Whether the Night School students could not be otherwise employed is a question to which I can give no answer. \* \* You see I cannot reconcile the idea of manufacturing and the idea of education."

The question is here put before us fairly that industrial training must be for education only, that it can not be made to furnish the bread and butter at the same time.

Gen. Armstrong has answered this in his pithy way by saying that "It is an education in itself to make something that the world wants."

It is this thought that should be emphasized. The first thought in all our industries is and should be the lesson in self-reliance and thrift that productive labor gives.

For even the theoretical training of our students it is better that they should be engaged in productive labor.

This School was founded for a race taught to work, but not to profit from its work. If it had taken a man trained for twenty years to work for others and put him to working just for practice, making articles that bring no return, whatever might have been said he could hardly realize that he had more than changed masters. Every round red cent won by his labor was a declaration of freedom. This great strong child-race needed the lesson of making money as much as it needed training. It knew how to work under task masters and direction. It was not power that it needed, but purpose, and that honest earning and spending gives.

When the School had been founded a few years, another race was brought a foundling to its doors. The Indian had not the slave idea that labor brings no returns, but an opposite idea that profit comes without work. He is fed and clothed and nothing demanded of him. To save his manhood from destruction he must be taught to work. How are you going to make him see the sense and value of such teaching? Only by showing him the sure reward of every stroke of labor, since, unfortunately, it is impossible to put him where profit can only come from labor. This being so, everyone must admit that the simple fact of bringing a return for the shop and the worker has its educational value. Therefore, for the students sake alone, the problem for the School has been and always should be how best to combine theoretical and practical training in our industrial life.

If we were teaching 600 students who were not vexed by the question of self support we might think too much of the thought and too little of the practical value, while on the other hand if we were just a manufacturing concern we should lose all sight of education and use the man alone for his value to us.

The question that was and is forced upon the helpless of this race is "How can we combine the greatest amount of education of head, hand, heart with self support?"

Naturally the first answer to this was-

Here is a farm on which work isto be done. Let the student do it and earn his way. To earn an education is in itself an education.

This then gives us our first division of Hampton's Indus-

I. The Industries Neccesary for Self Support, whose main object is to earn the daily bread of the worker.

First under this comes the care of the 75 teachers and

600 students.

It is needless to say that every student cares for his or her own room. That these may be kept properly, they are subject to daily inspection. As far as possible, the number in a room is limited to two or three, that the idea of home

and private possession may be given.

There are 75 officers and teachers living on the grounds for the care of whose rooms we have a division of workmen called *Room boys and girls*. There are 39 room girls and 22 room boys. Their work is making beds, sweeping, cleaning, etc. These workers are all from the day classes, and attend to the rooms in the three quarters of an hour between study hour and school in the morning.

On Monday they give the rooms the weekly cleaning.

For this work they receive \$2.00 per month.

Corridors. Every corridor and pair of stairs is in the charge of a girl or boy, who sweeps and dusts it each day

and scrubs it once in two weeks.

The ground floor of Virginia Hall is occupied by the Teachers' Home dining room at one end and the Students' dining room at the other. Below these the basement holds the great kitchen, bake rooms, etc. for providing for hungry students.

Seventy-five teachers come to the Teachers' Home dining room for their meals. The running of this dining room gives employment to ten Day school boys as waiters and ten night school boys as cooks and scullions.

Students' Dining room. This department has, this win-

ter averaged 632 boarders.

To care for these we have had 4 cooks, 3 bakers, and 2 scullions. These work all day and go to school for two

hours in the evening,

There are 37 Day Class boys to wait on the hungry throng which three times a day pours into the great dining room, and the minute the last one has finished and gone. 81 Day Class girls turn to and clear away and wash the dishes, so that in half an hour the room is ready for the next meal.

This happy, hearty, crowded, noisy dining room is not the best place for sick or ailing students, so provision is made for them in the Special Diet Department.

This department sends out the meals to the three hospitals or to students rooms when they are confined to them. There is a small dining room where students convalescing or needing special diet go on order from the resident physician, to enjoy a rather more delicate or better adapted fare of beefsteak, oat meal, milk, puddings, etc., as each case demands.

From 3,000 to 5,000 meals are supplied by this depart-

ment per month.

To do this work, 2 Night School girls give their whole-

time, while one Day School boy acts as waiter.

Turning from the dining room, the next great domestic department that demands attention is the Laundry. This is divided into two distinct branches, The Teachers' Laundry, under the charge of Miss Woodward, and the Students' Laundry, under the charge of Miss Howland.

The Teachers' Laundry receives about 1.400 pieces per week during the School year. In this laundry are employed 8 work girls all day, 12 girls working one day each in the week and one outside woman who acts as a sub teach-These girls are selected when they enter school on account of already having some knowledge of the subject.

The girls who work all day receive \$15 per month in board and credit and attend Night School. The day Class girls receive .50 per day. Miss Woodward reports that she has a nice set of girls, good at their work and conscientious,

The Students' Laundry, under the charge of Miss Howland, is of course much larger than the teachers,' there being between 8,000 and 9,000 pieces washed per week. This includes washing for all students save Indian girls, who do their own.

To do this an average of 27 Night School girls work every day in the week, and 52 Day girls for one day each, per

The Home Farm, Mr. Howe in charge, stretches around us on all sides. In this there are 100 acres under cultivation, the chief productions being milk and vegetables.

About 35 cows are milked, averaging from 85 to 100 gallons of milk per day. Besides supplying the School families on the place and the Dixie Hospital, a good deal is sold outside.

There are 32 horses and colts on the farm, 6 of which are boarded for outsiders. There are also 250 hogs, but much more pork is consumed by the School than the farm can supply. A large part of the poultry and eggs for the School are also raised on the place.

As to crops, there are 30 acres in clover and orchard grass, 9 in fodder, 14 in oats, 5 in rye, 9 in peas, 10 in potatoes, 7 in corn, 6 or 8 in truck and the balance in orchards, mall fruits, &c. From many of these fields two and three crops will be gathered this summer. For instance, the peas

will be followed by sweet potatoes, &c.

There are now on the farm 13 hands: 3 in charge of cattle, 3 in charge of barn, 1 in care of pigs, 5 acting as cart drivers and farm hands and one working in the vegetable garden.

The Farm Wheelwright and Blacksmith Shop, under the charge of Mr. Corson, makes wagons, carts and trucks and

does the repairing and horseshoeing for the farm.

Here are 16 boys working: 13 giving all their time to their trade and going to school at night and 3 working two days each a week. Two of these boys are Indians.

Beside the home farm there is, about five miles from the

School, the Hemenway Farm, under Mr. West.

In this farm there are 550 acres devoted to grain, grass and stock raising. About 400 acres are under cultivation. This place is too far from the centres of habitation to be very profitable as a dairy or market garden farm, but it raises cattle, sheep, horses, pigs, geese, ducks, turkeys and chickens. In this way it is a good source of supplies for the School. This year, two large incubators have been added to the farm outfit and it hopes to go into poultry raising much more extensively,

On this farm there are now 14 colored boys who work all day and are taught in the evening by Miss Clapp and Capt. Jordan. They receive both good teaching and good wages, and next year will enter either the Night or Normal

schools on the home grounds.

The boys usually go on to the farm just to earn their way through school, but there are few places where they learn more useful lessons, and a large proportion of them use the knowledge gained sooner or later. One of our Senior boys spoke not long since of the many questions on farming that the people bring to them when they are out teaching and how much help the farm training and agriculture classes are to them.

Although this farm work cannot now be placed among the trades, it is expected that it soon will be, with a regular corps of farm apprentices under charge of the Department of Agricultural Education, to be spoken of further on.

The Knitting Shop, under the charge of Mr. E. Jones, is under contract to furnish 10,000 dozen pairs of mittens to

S. B. Pratt & Co., of Boston this year.

There are 12 Night School boys in this shop, and two Normal School boys who work only two days a week. They get 21 cts. per doz. pair of mittens, and for the first three months average only about forty cents a day, but when the trade is once learned a boy will usually make from 70 cts. to \$1.00 in a day. A quick boy can learn to run one of these machines perfectly in three months and probably most of them seek it with the idea of earning their way through school, but it is one of the best things for these races to

learn to handle machinery. The lessons in concentration, patience, and deftness learned here are of more value than the fact that they have learned a trade in which they can

set themselves up without much capital.

The Huntington Industrial Works. This is the largest and in many ways the most important industry on the place. It is, in a way, the power for all the wood-working and building done here, as from it all the pine lumber is obtained.

The logs are brought in rafts from North Carolina and the business of the H. I. Works is to reduce these logs into all forms of lumber. The works are divided into three departments, namely:—Saw Mill, Lumber Yard and Wood-working Shops.

The first two of these departments come under this division of our subject, as being shops in which the student, while earning his living, does not learn a complete trade.

In these two branches of the H. I. Works there are 10 Night School boys working every day and 10 Normal School boys each working 2 days in the week. These boys learn to keep tally, scale and measure logs, grade lumber and work the lumber machines, besides the general knowledge of machinery learned in a big saw mill. This is knowledge very necessary for this race to have if they are to compete with others in this age of machinery.

The third department of these works however must

come in the next division of industries.

The Holly Tree Inns are two little restaurants on the grounds, one for boys and one for girls. The boys' is the larger, having a regular set of boarders, (employees of the shool) besides furnishing the boys with treats on which to spend their pocket money. This employs 3 students as cooks and waiters.

The girls' is more a bake shop, where one Night School girl is kept busy baking all day and whose wares the hungry

girls treat themselves to after school.

Last, but not least of all, come the odds and ends who cannot be counted into any department but are bread win-

ners and most important members of our family.

First there are 4 orderlies, whose duties are manifold. They are stationed in the orderlies room, within call of the office bell, ready to do the endless errands and odd jobs of the School. Their most important duty is that of acting as guides for the hundreds of visitors that come to us.

There is one boy employed in the commissary as clerk, general duty men who handle freight, one boy who works in the hospital, one girl who works in the Doctor's office, 3 paid night guards, 12 janitors in boys' buildings and some ten or a dozen boys earn \$2 per month for the care of boats.

Summing up this division of our subject we find, on a rough estimate, that we have 350 students working with

their hands to earn the education of the head.

We do not mean to say that much is not learned by every faithful student in these departments,—he or she will be a better cook, laundress, or farmer, and surely much needed lessons in promptness, and thoroughness are inculcated, but still the object in view is not to teach a trade but to get the work done, and here the principle of profit industry, each doing what he can do best, is enforced as far as possible.

Many might think in reviewing this group of industries that the student was only getting support for the head by his labor, but when you remember that as students, mechanics or business men, in nothing these races are so weak as in their sense of the value of time and material. Every lesson

in thrift and speed that they learn by seeing how necessary

work is carried on in a systematic and business like way is of inestimable value.

## THE TRADES.

We come now to the second division of the industries. Those included in this have been established for the purpose of teaching trades, but at the same time this being missionary work, we have to consider the support of the student.

Gen. Armstrong had from the very beginning the conception of a school that should offer all forms of industrial training. As the school grew and prospered he patiently worked out his thought, adding a shop at a time, until we

have now 11 trades taught on the grounds.

The General Carpenter Shop, a division of the Huntington Industrial Works, is under the charge of Mr. P. I. Frost. It does all kinds of wood-working, such as window-sashes, doors, mantels, stairways, &c. and also all fences and buildings on the school grounds. All of this work is made practical and profitable by being done under contracts and orders.

In this shop there are 25 students who work all day and attend night school. Three have finished their trade this

year and 6 begun.

No one who sees the beautiful wood work this shop sent to the World's Fair can doubt the skill and ability

acquired in it.

The Carpenter and Repair Shop, under the charge of Mr. Sugden, does the General Carpentry Work for the School.

Here are 12 students employed: I of these has finished his trade and is acting as under-foreman; II are learning the trade, 5 working every day in the week and going to Night School, 4 Indian boys working half of each day and 2 Normal School boys who give the two work days a week to their trade.

J. Wood, the under-foreman, speaking from the boys' position, says "The boys usually come meaning to get their

trade, and go, but the desire for an education grows stronger every day and in the end they usually go into the Normal School for a year or two and many graduate there," All students from this Shop receive draughting lessons in the Technical Shop.

The Engineering Department, under the charge of Mr. G. Vaiden, turnishes the power for running all the machinery on the grounds, supplies the steam for heating, cooking and washing, and cares for the gas house from which most

of the grounds and buildings are lighted.

There are nine boys working in this department, seven from the Night School and two from the Normal School. Four of these boys are learning their trade of Practical Engineering, while five are earning their living. One of this department will graduate this June from the Normal Academic course of the School.

Next under this subject come the Training Shops.

The Paint Shop under MR. J. F. LACROSSE employs 16 Indians and 3 colored students. Of the 3 colored students 2 work all day and go to school at night and 1 works only 2 days in the week. Of the Indians two are Normal School boys working only 2 days per week, and 14 are from the Indian School working half of each day.

This department does all the painting, varnishing and glazing on the place. The Shop pays well and at the same time attention is given to the educational idea of the trade. For the first half of the year Mr. La Crosse gave regular lectures every Monday morning. These talks covered such subjects as Primary colors, Mixing colors, Applying colors,

Materials, etc.

Mr. La Crosse is so convinced of the value of these that he says if he were running a shop purely for profit, he should take time for these lessons, as he thinks it would pay.

As to the two races, he says that the Indian takes hold quicker, the Negro holds out longer and they come out

about even.

The Harness Shop, under Mr. Wm. H. Gaddis, himself a graduate student of this very Shop, reports 3 colored and 3 Indian students. The colored students give their full time to trade and go to Night School; the Indians are Normal School boys who give 2 days per week.

Two thirds of the year they have been filling orders for harnesses from Mr. John Wanamaker. The other third has been devoted to local work to keep the boys busy. In the order trade they have received as high as \$100 for a harness while the local work averages about \$25 for a harness.

Mr. Gaddis has taught some of the students outside of his department stitching, and has made the fine work done for the World's Fair an occasion for extra lessons in fine

work.

The Shoe Shop, under Mr. J. E. Smith, another student who learned his trade in the shop where he is now foreman, reports a total of 8 students; 5 colored from the Night School working all day, 1 colored from Normal School working 2 days per week and 2 Indians working 1½ days per week.

Most of the students who entered here came to learn the trade: 3 students have finished their trade this year and 2 will finish this summer; one has just begun. All seem earn-

est in their work.

Mr. Smith divides the trade years systematically and although he gives no general class lessons, yet tries to teach each individual the qualities, use, and divisions of leather. One of the trade graduates of this Shop has made a good record this year in Charlotte Hall School in St. Mary's Co., Maryland, where he has taken charge of the Shoe Shops.

The Tin Shop is in care of Mr. Walter Baker, a last year's graduate, who is both foreman and workman, as there are now no students in the Shop. He reports having put on 5,237 sq. ft. of roofing, 323 ft. down spout, 82 ft. of gutter spout, 350 pieces of tin ware repaired, 572 new pieces of tin ware made up and one Senior boy taught how to solder.

The Printing Office, under the charge of Mr. C. W. Betts reports a dull business year, but a good, earnest set of boys. There are in the Shop 6 colored students who give the ir days to this trade while attending Night School; 6 Indian boys, 5 who come in for two days in the week and one who goes to Night School and gives all his days to his trade; 8 graduates and ex-students and 4 outsiders; making a total of 24 hands.

This office does all the School printing, which, besides the two School papers this year includes the "Twenty Two Years' Work," a 500 page book giving a record of Hampton's work, and a number of weekly papers and periodicals and considerable job printing from outside.

The Pierce Machine Shops, Mr. Geo. W. King, in charge,

report on 3 departments of labor.

The Machine Shop proper. In this he reports 2 Indians working 2 days in the week and 7 Night School boys. and. The Blacksmithing department where he reports

4 Night School boys and 2 Normal School Indians.

3rd. The Woodworking department, where he reports 2 Night School boys working all day and 4 Indians working 2 days in a week.

Mr. King who has just assumed the charge of these shops this year, has been re-organizing them with the object of improving the instruction given and of placing them on a better business basis.

The work still done in the Machine Shop is the manufacture of a cheap grade of tools with which Mr. King is not wholly satisfied and hopes by another year to be able to afford new patterns and a better variety of work here.

In the other two departments, Blacksmithing and Woodworking, there are made raft gear, ploughs, trucks, cornshellers, wheel-barrows, carts, hominy mills, etc. Mr. King feels that he now has the best variety of work both for the instruction of his boys, and for the business of the Shop. The fact that they are things which the boys can make when they

go out from here, without a large outlay of money, is also important.

Sewing, Dressmaking and Tailoring Department, Miss

M. T. Galpin, manager, reports as follows:

48 girls began work in October, of which number only three have dropped out. The work done is dressmaking,

tailoring, shirtmaking and mending for 400 boys.

The under clothes needing mending are sent from the laundry and keep the mending squad busy from Tuesday till Friday. On Saturday the janitors bring in the boys' suits that need mending and the Senior girls see to it. Some idea of the amount of work done is shown by these figures; 2,331 shirts, 300 uniforms, 2,368 miscellaneous articles have been made this school year.

Miss Forsythe has this year had charge of the dressmaking department and has given lessons in draughting,

cutting and basting.

Miss Galpin speaks of the marked benefit of the Whittier Sewing classes as shown in those girls who come into

her department from them.

The Green House, under the care of Mr. Chas. Goodrich, reports a good set of boys, two in the winter and four this spring. These are all colored boys from the Night School. Of this set one came to learn his trade, one probably intends to finish the trade and two are simply working their way through school. One outside laborer was employed last fall but now all the work is given to the boys and the aim is that there shall be no outside help. No class instruction is given these boys but individual lessons and questions on their purpose are given to each as he works. Mr. Goodrich has this spring taken 18 girls in classes of 6 and given them lessons in planting, cutting, and transplanting. These girls will each have a bed in the Girls Garden—where she will cultivate her seedlings and sell her fruit and vegetables to the Teachers' Home, thus gaining some pocket money.

This scheme, it is hoped, will solve the question of making the girls garden a success as well as a lesson for

the girls.

In summing up our 2d division of labor, we find we have 11 de, artments employing an average of 153 students; that in these shops, while the student does earn a part, or the whole of his living according to the time devoted, yet the chief purpose is to learn a trade and in every one of these ten departments a useful and profitable training is given the hand and head.

It is on this branch of our industries that Mr. Warren's criticism bears when he says that he cannot reconcile the

idea of education and manufacture.

If you take the modern idea of a manufactory where division of labor to secure the biggest possible profit is the plan and aim, it cannot be reconciled with education because such manufacturing dwarfs the whole man. But

Hampton carries on manufactures for their educational, not their productive value. When it is a question between the profit of the shop and the educational good of the student, the profit must suffer,

We have spoken before of the Hampton theory that a productive labor is one of the great educational factors for these races, and that the industrial education is not hurt in this combination seems to be conclusively proved not alone by the hundreds of good mechanics that go from here South and West but by the numbers that have taken charge of shops in schools and in other ways showed themselves master workmen.

We shall never be tempted to hope for great business profits, because as soon as a man is, in a business senseprofitable to the School, he is sent off to teach others.

Quite opposed to this criticism, too, is the feeling in many shops that the education of the student is a good investment for the shop: that the more care and thought that is put on the relation of the student to his work, the better the business standing of the shop is. Industrial training can be given and productive labor carried on according to the old idea of a small sure business and a well rounded and complete workman but not according to the 19th Century notion of big profits and division of labor.

# TECHNICAL EDUCATION.

The third division of the Hampton Industries is the group of those which are given for education only.

This includes all the house-work and domestic training given the Indian girls, all the classes in cooking, and the use of tools and agriculture given to the Normal School students.

The Winona Household Department. As the Government appropriation meets the expenses of board and clothing [leaving tuition to be raised by scholarship] of the Indians while here, there is no need that they should work with an idea of support. The whole aim is to make all their work educational.

Each girl must do her own washing, ironing, dressmaking, mending and take care of her own room. For this she receives no pay. Besides this, all the corridors, teachers'

rooms and public rooms of Winona are cared for by the girls for a small sum of money. In this way it is arranged that each girl has a little of all kinds of work, that they take the complete care of their school-home and earn some pocket money by way of encouragement.

In fact, as far as possible, she is given the many sided training that a daughter should have in her home to prepare her for life.

To see a little more carefully how this system is worked out let us look at the different departments.

In the laundry Miss Booth has the 42 girls divided into squads of ten for Monday's washing; each squad has the use of the laundry for an hour and a half. On their work days they iron their clothes, after which the clothes are inspected in the sewing room and each girl mends her own. Beside this mending they make their own clothes, four cotton dresses a year at the least, prepare extra clothes for the storeroom ready to fit out new students and make and mend all the Wigwam and Winona bedding.

As Winona has no separate kitchen they can not cook their own meals. However, there is a small overflow dining room at Winona which they take care of, getting practice in care of table and dishes.

To gain the much needed knowledge of cooking, a small three-roomed cottage on the grounds has been fitted up like a home with parlor, dining room, kitchen and storeroom. The girls are divided into companies of four, and each four uses the cottage for a week. They are given 50 cts. and flour and milk, and out of this must get four suppers for themselves and a teacher.

The object kept in view is how to do well with a little. They rarely make cake but learn how to prepare eggs, potatoes, etc., in all ways.

This is meant to be the practical application of the regular cooking lessons, under Miss Williamson. The girls enjoy to as 'playing house' on a grand scale. At the end of the year each girl will have had 3 weeks of this training. The money for this unique training school has all been given by charity.

Now that we have seen how the Indian girl learns in laundry, housework, sewing and cooking—let us see what is done for the boy.

Like every student on the ground he has to care for his own room; then turning to the shops, we see many fields of labor before him.

Those now called the 'Training Shops' i. e. the Harness Shop. Paint Shop, Shoe Shop and Tin Shop—were at first called the *Indian Training Shops*, and established largely with the idea of giving the Indians practical knowledge of different trades. They have changed their name since then

in order to express the fact that they are not limited to one race, but we shall find 21 Indians taking their trades in them and still others in the printing office, machine shop, etc.

The Technical Shop, under the charge of Mr. F. L. Small. manager, is designed to give the training in use of tools and wood turning. Here at present, there are 14 Indian boys, 9 working half of each day and 5 two days per week, under the direct supervision of Mr. Spinney, a colored ex-student. It is intended that every Indian boy shall have nine months. Although the object is purely educational, the work of the students, in the shape of carved paper cutters, inkstands, picture frames, etc., is sold.

In this shop are also given the lessons in free-hand and

mechanical drawing to the trades boys.

There are 5 classes of 8 each from the carpenter shops

and one of 14 from the blacksmith and machine shops.

The Abby May Home, under the charge of Miss Austin, has been opened for the first time this year. In this charming building, which truly deserves the name of home, ten colored girls at a time are taken for a three months' course. These girls learn to cook, wash, iron, mend and do general housework on a small home scale that they may have a true model after which to fashion their own home, They work all day and go to Night school. Perhaps the greatest lessons they receive here are in their little Saturday night companies, readings with the house-mother, &c.

This life is to give the special training that the size of our school household will not allow in other places. Under the care of this house is brought the cooking and sewing

classes and the Girls' Holly Tree Inn.

While the students in the Normal School work only two days in the week instead of six. still here the opportunity is taken to give them in classes technical training that every person ought to have, as seen in The Technical Classes in the use of tools under Miss Katharine Park. Here all the girls of the Middle Class come for two hours per week for half a year and the Indian School girls for one hour per week for the whole year. They are here taught how to use tools and the principles of construction. Their first work is making a box—as this is meant to help them, both Indian and colored, to make their own homes comfortable, they are taught how they can make the most of things—how to use leather for hinges, how to cover a box, &c. They learn how to make screens, stools, picture frames and how to varnish and paint them. Nothing is sold from this shop, the student keeping what she makes as a reward of her industry.

Again, a colored girl might come into our day school and graduate and not know how to mend her clothes if she had not worked in the industrial rooms To overcome this the Middlers go one evening in the week to the Abby May Home to a sewing class. This is just to teach plain, neat,

old fashioned sewing.

For some years cooking classes have been established.

These are now carried on at the Abby May Home.

Here the Middlers go in classes twice a week for half a year. There are ten girls in a class and each class has a thorough course in making fires, baking, boiling, frying, broiling, mixing, seasoning, etc., also in getting up a whole meal, clearing up, &c. The classes give a bread party to which the boys are invited as tasters, and prizes awarded for the finest bread, rolls &c.

It seems best that every boy that comes to this school, both from the West and South, should know something about farming. To this end many among the work students are put on the farm—and among our Normal students, this year, regular classes in agriculture have been established un-

der the charge of Mr. Goodrich and Mr. West.

All the Middle boys attend these one hour a week dur-

ing the school year.

The adding to and enlarging of this division of the industrial training has been one of the cnief arms of this year. Not only have new classes in technical training, as the middle year sewing and agriculture classes, been added, but careful thought has been put on the grading and systematizing the work in the shape that all the work may push toward the same end, a complete, well-grounded industrial education.

The attempt in the above has been to only give a quick view of the branches of industry at Hampton to show somewhat how they have grown up out of both theory and necessity and some of the questions and problems presented by them. Much more ropious reports have been made on all their work, which the School will gladly furnish, together with opportunities to see every industry on the grounds to any one who des res to go more deeply into the subject.

Annie Bercher Scoville.

Teacher.

# Report on Greenhouse Department and Instruction in Agriculture.

Business at the Greenhouse has been encouraging. Notwithstanding the failure of the violet crop, due to the severe drought and heat of last summer, followed by a very cold winter, and the severe check received by the indoor plants during the month of January, the sales of cut flowers and potted plants are at the present time about equal to the sales of the previous year for the same time.

An encouraging feature of the business has been that the sales have been more evenly distributed over the entire season than heretofore. Another encouraging feature is the fact that custom for nearly all of our produce has come right to our doors and we have had to send out very little to be disposed of abroad. Yet there is custom outside waiting only for the produce, and we hope and expect to be able to meet a part of this demand another season.

During the year the Greenhouse has received two coats of paint, which it sadly needed, and a new cold frame of thirty sashes has been added to the plant.

It was found necessary also to add to the stock of flower

pots and stock plants.

The prospects for increasing the business are good.

A kind friend of the School has furnished the means of erecting a new greenhouse, one-half of which should be used to supply our greatest need, namely a propagating house and thus relieve the main house from that part of the business and make room for flowering plants.

I recommend that the remainder of the new house be devoted to carnation culture, as I think we can, with profit, raise a few of the staple flowering plants in large quantities

and advise making a beginning with carnations.

I have had at work under me from two to five boys at different times during the year; part of these boys caring for the lawn, roads and flower beds on the grounds and receiving instruction in that kind of work, and the others caring for the Greenhouse and receiving instruction in general greenhouse care and also in the propagation of plants by seeds and cuttings, potting, transplanting, etc.

There is on the place a plot of ground called the "Girls' Garden," and here a class of thirty or forty girls has raised flowers and vegetables under the direction of one of the lady

teachers.

Heretofore considerable difficulty has been experienced in securing plants for the flower garden. To obviate this difficulty and also to give the girls further instruction in the care and cultivation of plants, a class of eighteen girls in charge of Mrs. Goodrich has come to the Greenhouse during the early spring for instruction in plant propagation by seeds and cuttings, the girls planting seeds and making cuttings and transplanting the young plants themselves. Some of these plants they have already planted in their flower garden.

This w rk has been so satisfactory that it is proposed to build a laboratory in connection with the new greenhouse so that more of the students may have the advantages of this

kind of work and instruction.

For the Girl's Garden a set of tools has been purchased, consisting of ½dozen rakes, ½ dozen hoes, ½ dozen combination rake and hoe, ½ dozen trowels and ½ dozen watering cans, and a set of lockers have been made in which to keep them.

The work in Agricultural Science began last November. Since that time I have met, on two evenings of each week,

two classes of boys, one class each evening, for instruction in the more important principles on which agriculture, as a science, is based.

At the time this work was begun, a rough outline was

made of the course to be pursued.

This course has been followed more or less closely according as the ability and needs of the classes seemed to indicate.

The instruction has been given in the form of a general discussion.

My method has been to give the pupils a few facts and principles, and then, by questioning, lead them to draw inferences and discover other facts and principles for themselves. Then, after a subject has been discussed, the facts and principles are put on the blackboard and from there copied into note books by the pupils.

In this manner we have discussed agriculture as a profession; the present condition of agriculture; the needs of the farmer; the composition of matter; the origin and formation of soils; the composition of the soil; the compo-

sition of plants; plant food in the soil.

From this we shall go on to the discussion of the mechanical condition of the soil; water in the soil; preparation of the soil for the crop; how plants grow; cultivation; fertilizers, etc.

We digressed from the regular course two evenings in February to discuss the pruning of grape vines, as there was at that time an opportunity for practical work in that line, which work some of the boys did during the week following.

The subjects discussed are very broad, and only a few points have been touched upon under each head, and that in a very simple and elementary way, owing to the very little knowledge which the pupils possessed of chemistry, botany and the other sciences closely related to agriculture.

I have endeavored in these discusions to use, as far as possible, popular language and terms, introducing only such scientific terms as seemed necessary to carry out the object of the course.

The idea has been to get the students interested and set them to thinking for themselves and also to make them familiar with such scientific terms and their meanings as will enable them to read intelligently the current agricultural literature of the day.

One difficulty I have encountered in this work has been due to the manner in which the classes have been made up, the division being made according to the work days of the boys. This tends to make a class of mixed grades, and the difficulty lies in making the work simple enough to be intelligible to the lowest grades and yet not so much so as to be uninteresting to the higher grade pupils.

This work is to continue, and there is also in contemplation the forming of a class from the farm boys who intend to make farming a profession and give them the advantage of a three years course in agricultural science in addition to the practical instruction they receive in their everyday work on the farm.

C. L. GOODRICH,
In charge.

In his report of June, 1892, General S. C. Armstrong said, "Farming, as the chief occupation of the Negro and Indian populations, should have the first attention in this School." Miss Showers in a contemporary report of the Night School said: "By far tne greater number of our students continue to come from the rural districts where enlightenment and education are making their way slowly but surely against superstition and ignorance.

Our best students come from the country schools of Virginia and adjoining states where Hampton graduates are

most numerous and are doing a noble work."

In carrying out his idea of educating the two races to fit them for self help General Armstrong determined to "make more of agricultural instruction" at Hampton Institute; his idea being that the graduates and those students who go out from the school to teach should know enough about the science and art of agriculture to be able to instruct the farmers in modern and improved methods (of doing practical work) as well as in the theory of agricultural science.

Accordingly soon after he returned from the North in the fall he began to arrange for such instructions for the

students as should fit them to do this.

Classes of both Indian and Negro students were organized in the Night School for instruction once a week on agricultural topics.

The Monday. Tursday and Wednesday evening classes at the Institute and the Hemenway farm students Thursday evening were assigned to me. The importance of agriculture to the nation was first considered. Practical talks were given on the elements and compounds entering into the composition of vegetation, the growth of plants, the history of soil formation, the composition, texture, kinds, and improvements of soils, closing with the consideration of land drainage. Subjects extraneous to the regular line of work have been discussed in some of the classes upon occasion, as crops, crop rotations, feeding stock, and colics in horses.

A text book was used with the Indian class Wednesday evenings, the book being used as a source of discussion of the subjects treated therein. It has been our endeavor to make the work practical and applicable to the conditions to

be met. A chief aim of the instruction has been to awaken among the students an interest in agriculture.

We regret that more time could not have been devoted

to this work in the class room.

Many of the students are deeply interested in this subject and much time and study must be devoted to it in order to cover even a rudimentary course in agricultural science.

JOHN S. WEST.

# Social Life at Hampton.

The social life of the School is a factor in the training of our "boys and girls" as important as the industrial or Academic department. In our study to make it the most helpful to them, there are two things we must consider; their life before they came here and its probable conditions after These, of course, differ in individual cases, they leave us. but most of our colored students come from the better class of country Negroes; that is, those who live in frame houses, can send their children to the county school for a while every year, and live a life which is not the life of the lowest stratum, where the prevalence of vice is well known; but still one whose social standard is totally different from When they leave us it is to be leaders socially as well as mentally and industrially in the community where they are placed, and leadership means superiority.

Our aim is, with these conditions, to produce this result. Every Saturday night, something is going on which helps to solve this problem. Whether a section or class division in one of the smaller rooms, or in the large "Social" where seven hundred crowd the gymnasium to overflowing, or in the debating society, or still more loved Temperance Meeting where the boys and girls are allowed to sit together.

One would think that the smaller gatherings in the quiet, pretty rooms would be most liked, but unfortunately the affections of our guests are not subject to class-room limitations, and the thoughts of a boy who, as an "A" is invited to one place, are not unlikely to be with the "B's" who are having a good time somewhere else, which perhaps arouls the evening for our unfortunate "A"

spoils the evening for our unfortunate "A".

In these small parties we can really find and lead the taste of the students in newer and, we hope, better ways, by discouraging, as a hostess can, the games into which they tend to drift, which too often have low associations and sometimes a noticeable bad effect, and teaching them new ones which they will soon like as well. We have found that soap bubbles are a never ending joy; blowing a feather over a sheet, passing a ring on a rope, the bowing game, bean-

bags, observation tables, checkers and dominees for the quieter ones,—all these work admirably as substitutes.

With seven hundred people in a great bare room too small for them, the problem becomes more serious. Many are the devices we employ to protect the poor boys who don't know anybody, from being shoved, in an uncomplaining mass, into the corner, and to give everybody a good time without their feeling that they are the subjects of educational experiment. The progressive march and such ringgames as can be played in so great a crowd, are in the right direction; they tend toward breaking up the cliques which arise here as elsewhere, and the demoralizing habit of sitting alone in a corner with one's especial favorite, which as everybody knows, is highly uncomfortable for the majority, however delightful for the favored few; but their most important feature is their effect of breaking up the games we discourage by providing something better.

But all these things have one disadvantage, they put the work into the hands of the teachers instead of the students, and it is their ability to carry out a social plan of the right kind that we want most to cultivate. The experiment was tried this winter of putting the management and responsibility into the hands of a committee of girls representative of each class. They decided beforehand what was to be the order of the entertainment, and succeeded admirably as hostesses; the Tens also have had opportunities as hostesses of their sections in School, and this, too, is in the right line. But for the Seniors, I think we should see that our girls have a more systematic training in this direction. Every Senior should have accumulated a knowledge of proper games and how to use them, and of good social methods generally, and be, as we hope she is usually, able to fill the post awaiting her of guide, leader, organizer and manager of right movements of all kinds in her community.

But the most important social work is done hand to hand, the most important because it goes to the bottom and aims to build up that foundation without which the more direct work is useless. The work with the Tens is of this character, an all round education, if rightly understood, so that it can hardly be called simply social.

The question is often asked, how much do the boys and girls see each other? They meet constantly in the school-room and at meals, walking to and fro from school on rainy days and at debates and meetings where they are allowed to be together, but their only really social meetings are the occasions I have spoken of, that is, they cannot walk, drive or row together. I think that this habit of seeing each other daily in the most practical way, doing the same unromantic thing, has a very good effect on the girls; one rarely sees a girl in the upper classes who has not a frank simple and unconscious manner with boys; and the effect on the boys too is good, making them more careful of speech

and giving them a new idea of woman—an idea which em-

phasizes her moral and intellectual qualities.

The Indians have a distinct side of the social life to themselves, beside that which they have in common with the colored students. Their amusements are necessarily somewhat different, because of the smaller numbers; which make it possible to meet them in a more home like way, the difference in ability to speak English. etc.—; but checkers, puzzles, tiddlediwinks and other quiet games find devotees among the retiring of both races, and a march is as well liked by the Indian as by the colored students. There is a singing club which meets every Saturday night for the Normal School Indian boys, which being more social in its workings than the many glee-clubs of the colored boys, more properly comes under this head; they also have often debates ending in an amicable march of the aforetime wranglers.

The work of the winter has aimed more at self help than formerly, and at a clearer recognition of the authority of the officers of the School in dealing with these matters as with others. But its possibilities are not yet reached, I believe,

and our watchword must still be "Excelsior."

EDITH ARMSTRONG.

# Report on Graduates and Ex-Students.

The usual annual letter was sent by me last fall to somewhat over seven hundred graduates and ex-students—to all, in fact, whose address could be learned. As it was also published in the *Alumni Journal*, it must have reached a larger number. About twenty of my letters were returned "unclaimed"—and there are probably as many more graduates whose whereabouts are not known.

Miss Bellows, in charge of reading matter for graduates, also sent out a letter to all whose address she could get hold of, enquiring about their special needs in her line of

work,

Three hundred graduates in all, have been kind enough to reply to these letters of ours—one hundred and fourteen of whom have written to both of us, forty-six to me alone, and the remaining one hundred and forty to Miss Bellows alone.

I hoped this year to have had a much larger number of answers than usual, and am somewhat disappointed at the result.

Besides these responses from graduates, we have heard from about forty undergraduates, many of whom are teaching, and Miss Bellows has had letters from twenty-five "middlers" now out for their "practice year."

Of those from whom I have heard personally, over one hundred have been teaching, four of the number having been at the same time in charge of one or more churches, one of the four finding farming "a great addition to (his) health.

Certainly he does not come under the head of "a lazy Hamptonian"—a school, two churches and a farm! Fortunately he has a wife, who is a help-meet.

Three other graduates are fitting themselves for the work of the ministry: one at King Hall, Washington, one at Oberlin, Ohio, and one at the Richmond Theol. Sem. The last-named young man writes, "As you know, for the last four or five terms 1 have been teaching school and preaching. During this time, experience and observation have taught me that there is a great need of good, educated ministry among our people, so 1 have entered the abovenamed seminary for the purpose of taking a full course in the ministry, which I hope will fit me to be a greater power and to do a better work among my people."

An early graduate, class of '73, is still engaged, as for some years past, as a Sunday School missionary in Virginia.

He says" I wish you could see the colored people as they are in some localities, it would make your heart ache. They are naked, ignorant and wicked."

A graduate of '82 is now employed by the School in missionary work.

I have heard from four of the five graduates who have been studying medicine at Shaw University during the past year. A graduate of '79, who worked his way through the Harvard Medical School, tells of success in competitive examination, by which he has secured an appointment as House officer for a term of eighteen months in the Boston City Hospital.

He says, "I think I am the only colored man who has ever received such an appointment."—He rejoices in the "opportunity" thus given to fit himself "for broader and better service," and is justly "proud of it."

Two lawyers, one in South Carolina, the other in Nebraska, have written to me. I quote a few words from the latter:

"My partner is an Indian who went to the Cincinnati Law School. We have tried over fifty cases, and have fifteen cases now pending in the higher courts of the State: I am trying to keep up to what is right, and have only to think of General Armstrong for an inspiration."

Two of our undergraduates write from Lincoln University, and one of our girl graduates from the new Virginia Baptist Seminary in Lynchburg. It is a school built entirely by the colored people of Virginia.

Among the other occupations followed by those whom I

have heard this year, are the following.

Mail agent, I; trained nurses, 2; in domestic service 3; wives, mothers and housekeepers 16. dressmaker, 1; Justice of the Peace, 1; Pres. of the Public Relief Ass'n, Norfolk, 1; waiter, 1; valet, 1; Palace car porter, 1; soldier, 1; janitor, 1; farmers, 2; besides a number who combine farming and teaching; general labor, 1; and last but not least, one who is "cleaving to the Study of Phrenology"—under difficulties too, as he has "no teacher and but few books on the subject."

A pleasant little picture of home life comes from Tallahasse, Fla, where W. J. Claytor, of the Class of '90, is Superintendent of the Farm at the State School. His wife, a member of the same class, is with him. "We have just got to located in our new little home this Fall. It is situated about four squares from the school. We have a nice little pony and cart which we use to go to church and Sunday School every Sunday. Both of us have a class in Sunday School. We have a cow which affords all the butter and milk we need. Our poultry is getting along nicely. We have been trying to get a great many of the people here to stop using tobacco and snuff."

Our "mis-ionary" in Africa writes, "I cannot do much at teaching school, but I am training the hands to the skill-

ful arts of mechanism and the hearts for Christ.

I am now trying to establish a chapel here to hold service in, and have Sabbath school to call the idle children of the native tribes and the civilized also. I do not expect a flourishing success, but the seeds of Christ that are sown, will spring up by and by."

The following expression of love for Hampton and its honored leader, voices so well the sentiments of many of my correspondents, that I cannot forbear to quote it.—"I love dear old Hampton, as I can love no other institution; my interest in her cannot wane, my affections for her cannot grow cold: on the contrary, I almost venerate her, and him whose name, to that of Hampton, is so inseparably linked that the mention of the one suggests the other."

Much interest has been expressed in Hampton's "silver wedding," and one graduate of the first class writes, "I can scarcely realize that I have been in the field for twenfy-five

years. I did not know that I was so old.'

#### READING MATTER.

In connection with this "Graduates Department," the work of Miss A. L. Bellows is a very important one, It has been faithfully carried on during the term. Besides sending packages of papers, magazines, etc., to all whose addresses she could get hold of, she has sent a good many express parcels and boxes to different places, and several graduates have had boxes of books sent them. Magazines have been sent in large numbers. These are a great treat to our lonely country teachers, especially.

Miss Bellows finds that the *Virginia School Journal* is highly prized by all the graduates to whom the School sends it. In some counties in Virginia the Journal is sent to all

teachers by the Superintendent of Schools.

Our graduates are, like the rest of us, more inclined to read current literature than ancient newspapers and periodicals, excellent as many of these are. And a little money judiciously expended in a year's subscription to one good educational or religious paper, which should come like a friendly visitor once a week or once a month, would perhaps do more good than our present plan of sending so much that is old. Children's papers are always most acceptable,

Many of our graduates are trying to start reading rooms and libraries in connection with their schools, and would thankfully receive the gift of a book now and then; Miss Bellows would be glad to act as a "medium" between those who would be willing thus to help, and the teachers themselves, by furnishing names and addresses to the former.

The last winter was a most trying one to both graduate teachers and their scholars on account of the unsually severe weather, and never were Christmas boxes with the r warm clothing and other treasures more acceptable. Many blessings, undoubtedly, were called down upon the kind friends at "de Norf," who thus remembered and supplied the wants of the poor "chillun."

Twenty-two of Hampton's children, since the last report, have quitted the state of single blessedness and entered that of matrimony. May they all find their joys doubled and

their sorrows shared.

Deaths of graduates are as follows;

Martin Woodlin, class of '86, drowned at Ocean City, N. J., July 20th, '92.

Mrs. Geo. E Rumsey, (Minnie Washington) class of '80.

Isaiah D. Williams.

Joseph Selden Davis, class of '78, Dec. 6th, '92. Mr-Davis' death casts a shadow over the coming Alumni Reunion, as in 1890 he was chosen President of the Alumni Association for three years. He was a brilliant and success-

ful young lawyer in the city of Baltimore.

As I have reported only from those whose letters have come to me, this is, of course, but a partial record of work done and good accomplished. There is a small army of graduates in the immediate vicinity of the School, very nearly a hundred in Hampton and thereabouts, I think, whose work is right under the eye of the School, and thus reports itself. That is the reason probably why I do not hear from more of them.

As we judge of goods by samples, so I would present this report as a sample of what Hampton graduates are, as a whole, and I would commend to those who wish to see more of the pattern, the record in "Hampton's Twenty-two Years'

Work," recently published.

ABBY E. CLEAVELAND.

#### Returned Indian Students.

As usual these students are graded according to the records they have made at home, be it excellent, good, fair, poor or bad.

The Excellent are either those who have had exceptional advantages at duse them faithfully, or those who by great earnestness and pluck have won an equally wide and telling influence for good.

The Good, the great majority, are those who are doing their best and exerting a decidedly good influence, even though it may not be very wide. They must marry legally, be honest, industrious and temperate, and live a life which we can point to as an example for others to follow, and improve upon.

The Fair are the sick and unfortunate, those who have had few advantages and from whom no better could be expected.

The *Poor* are those who have not done as well as they should; have married after the Indian custom while knowing better, have fallen from weakness rather than from vice, and some who are recovering themselves after more serious falls.

The Bad are those who have done wrong while knowing

better.

According to this grading the record now stands:

Excellent 87		1	
Good	301	ı	
Fair 55	)	} 36	I
Poor 46		1	
Bad 14	<b>60</b>	i	
	,	,	

The average remains about the same as in former years —89 per cent. doing as well as their advantages will allow, three fourths doing well—in every respect making good use of their advantages.

These figures, though they change so little from year to year, yet have each year a new meaning. In the old time when the blanket Indian came to us for three years and then returned to put into good practice what little he had learned, by living an upright, industrious Christian life, — in these respects only being much above his heathen friends, we said that he did well. He did do well, and his well-doing has been the foundation of all future success.

Much has been wrought by these pioneer students, and each succeeding year finds more schools, more missions and an advance of civilization that must necessarily raise the standard all round.

Pupils come to us now much more often from schools or houses where they had the advantages of early training. They start higher, they stay in school longer, and on their return it is necessary to judge them by a correspondingly high standard.

The "Excellent" list is therefore increased by the addition of better trained, more influential workers; and the bad list is larger than ever before for the reason that more have failed to come up to the required standard.

I have not this year my usual advantage of a recent visit to these students—my last western trip being five months in '91,—but through correspondence and visits I think I am safe in giving the employment of these students as follow:

Teachers 11, School employés 17	28
Attending other Schools	17
Attending other Schoolshigher " in the East	5
Supporting themselves in the East	Ś
Regular missionaries 5 Catechist 11	
U. S. Soldiers 8, Scouts 2, Postmaster 1, Mail	
carrier I,	12
Agency Employes, viz:	
Physicians 1, interpreters 4, issue clerks 1, po-	
lice 5, district farmers 2, in charge of stables 3,	
herders 2, carpenters 17, wheelwrights 2, black-	
smiths 4, harness makers 2, tinsmiths 1, miller 1.	45
Independent workers, viz;	•
Physician 1, engineers 2, surveyors 2, lawyer 1,	
merchants 2, clerks 5, printer 1, painters 2,	
freighters 2, loggers 4, laborers 8, house ser-	
ants 3	34
Farmers or ranchers,	
Girls married and in good homes	48
Cora M. F	OLSOM.

#### INDIAN GRADUATES AT THE EAST.

The five Hampton graduates studying at the North are thus located:

One is taking the classical course at Phillips Academy, Andover, where he is supporting himself, largely by assuming the care of one of the dormitories. Very gratifying reports have been received of his progress.

Another has been at the Meriden Academy, N. H. but finding that funds ran low, has bravely set to work, we hear, and become a Yankee school teacher for part of the year.

One of our girls has entered the same Academy, where she seems very happy in her studies. Some of her leisure time she has given to the practice of short-hand, having already become quite proficient in the use of the typewriter.

Another girl is in the State Normal School at Westfield, Mass. She writes:—

"I am enjoying school more than I ever did. Teaching was hard at first, but now I don't mind it as we have it to do every day."

Still another has the position of custodian of the Smith College Studio, Northampton, and in this way earned her instruction in drawing for which she has shown a decided taste.

Our printer graduate, for some years in the employ of Houghton, Mifflin & Co. has had trouble with his eyes, but when laid aside from printing has tried to turn his hand to something else.

Our engineer has been hard at work in the Syracuse Car Works, repairing engines, until within a few weeks the firm has removed to Depew. He was one of the very last to leave, lending a hand in the final preparations. He hopes very soon to be employed again.

Our Lincoln farmer, a young man, who, though not a graduate has remained in the East, is now working with friends in Springfield at the carpenter's trade.

OSEPHINE E. RICHARDS.

#### Report on Library.

There can be but little variety in the reports of the Library work, as it is so much the same from year to year. During the year just closing a liberal use has been made by beth students and teachers of the opportunities afforded by the Library. The magazines and daily and weekly papers are constantly and regularly read. The general reading chosen by the students is remarkably good. Fiction continues to be read in much smaller proportion than is customary in most libraries. Short biographies, and the simpler historical and scientific works are the favorite. Poetry is largely read, Longfellow and Whittier being the favorite authors.

The largest use by far of the Library, is in supplementing the class room work. The students are encouraged by the teachers, and in many cases required to add the results of their research to the class-room and text book information, and day after day the Library is thronged with eager seekers for knowledge. At the close of afternoon school come the busiest hours of the day in the Library. The students come with the greatest variety of requests. One wants to know what smoke is, another wants to read upon the diamond fields of South Africa; some one else asks for the best account of the Hawaiian Revolution, one wants a piece to speak, another has come across an allusion to Pyramus and Thisbe, and wants to find the story about them. Then the members of the debating societies come to look up their arguments; the Mission Sunday-School teachers want helps for their lessons; the students practising teaching want pictures for object lessons; Everything we have, from the Code of Virginia to a treatise on "Quick Cooking" comes into service sooner or later.

Students and teachers are at liberty to draw books from the Library, and between 250 to 300 are out most of the time. Since last April over 600 books have been added to the Library. A great many of these have-been magazines bound at the printing-office, and government reports. A very few were purchased, and the rest were gifts to the Library. A most generous gift of 115 volumes from a list furnished by teachers in the different departments and by the Librarian, came from Mr. and Mrs. Isaac H. Cary of Brooklyn, N. Y. and Mrs. Eliza Cary Farnham. A quantity of books, papers, magazines and pictures were sent us by Miss Barnard of Boston. Many other friends have remembered us with books and illustrated papers and magazines.

The reading-room has been greatly improved during the year, by the addition of electric lights, which make it much more cheer ul and attractive. The change is appreciated very much by the Seniors who keep their study hour

here five evenings a week.

One realizes more and more the importance of acquainting these eager spirits with the great world of books in a wise and careful way. At first they understand so little of it and are so impatient for knowledge. Even when discouraged by their failure however, they are anxious and ready for another trial, and confident of ultimate success.

L. E. HERRON, Librarian.

## Medical Report,

With the exception of the fall months, the health of the school has been very satisfactory throughout the school year. A long drought during the summer caused a partial failure in the water supply, resulting in considerable sickness in October and November. Serious consequences were in a measure averted by boiling all the water used by the students at the table, but the sickness did not disappear until the winter rains had raised the water in the low wells. Fifty-two cases, presumably due to low water, occurred in October. The country about the school suffered in like manner, and students coming in from their summer work, were sick or ailing. Two students, immediately on their return from their summer's work were seized with typhoid fever and were dangerously ill for weeks. No cases of typnoid fever has originated at the school.

Two deaths of colored students have occurred, one from heart failure, after a severe attack of dysentery—the other

from cerebral hemorrhage.

Thirteen colored students have been sent home on account of ill health. Only two of this number were sound on arrival. Among the large number of students who enter the school, there are always some, who, not with standing their having declared themselves 'able bodied," in answer to the health requisition in the application papers sent out by the

school, are physically quite unfit for school work or study. Colored students, in their anxiety for education, and perhaps, also from ignorance of their real condition, often attempt to enter school with serious ailments which would effectually prevent any white boy or girl from leaving home. In hopeful cases, these are put under treatment and kept, but, as all students must do regular work in order to pay their way, the probationary period is short, and weak members are weeded out. Out of the six hundred and ninety-three students who have been in school during the year, only four have suffered from any active form of scrofula. Two of these were Indian, two colored. In every respect the health of the colored school has been excellent.

There have been no deaths among the Indian pupils. Three boys have been sent home for ill health; two of them to be restored to health by the dry air of their native climate, the third an incurable epileptic. Indians under treatment for phthisis have done fairly well. The health rate of the Indian School has risen in proportion with the number of students brought from advanced schools, and from Indian agencies where there has been, for at least the life time of our pupils, a mide of living approaching that of civilization. A regular civilized life gives a degree of life force, of which the Indian of the West has been to a great extent robbed by reservation conditions and restrictions. The health of the Oneidas, as contrasted with that of the Sioux who are just entering the transition period which the

Out of sixty-three Oneida students not one has died at the school. In several cases, these students have been consumptive, but have responded well to treatment and have

improved in health while in school.

Oneidas have passed, illustrates this fact.

The nervous sensibility of all Indians is great, and leads them to unnatural excitement and corresponding depression. The inevitable inheritance of generations born in tumult, war, fear and uncertainty must be irritable nerve centers and moral and intellectual faculties subordinated to the physical. Nature demands a heavy penalty for violated laws. The Indian has ignorantly broken all laws, and is paying a terrible penalty. This does not, however, mean extermination of the race, a portion of which has shown itself capable of adaptation to change of environment and new conditions of social life. There will be a survival of the fittest.

The sanitary condition of the place during the year has been as good as constant care could make it, with insufficient and imperfect drainage, which, owing to want of funds, could not at once be changed. The new drainage system when completed, will place all the sanitary work of the school upon an excellent basis. A new breakwater is also greatly needed to protect our shore from the deposit of sewage. The rapidly growing town of Hampton, the sewage from which is sent along our shores with every out-going tide, makes the need of this improvement more urgent

with each year. Next to the improved drainage system nothing is more vital to the health of the school than a clean water front. The improvement in drainage could not have been deferred for another season without very great danger, It was first in order, by nature of the work, and was the more crying necessity. The improvement in the breakwater is needed to supplement this work, and place the school in the best possible sanitary condition.

M. M. WALDRON, M. D., Resident Physician.

#### The "Abby May Home" for Girls.

#### DEPARTMENT OF DOMESTIC SCIENCE AND HOME LIFE.

The Abby May Home was opened October 15th, with a matron, cooking teacher and two girls as inmates. We have had fourteen girls, who have been here on an average of three months each, boarding in the Home and working all day while attending the Night School. Four girls are with us still; one has gone into service with a family at the North, being unable to keep up with her classes, three are working with families on the place and still attending Night School; one has gone into the Sewing Department; two have been sent home, and the rest are working in the Laundry. A sewing class of Normal School girls meets in our sitting room four nights in the week under the charge of a competent teacher. There are three cooking classes of Indians and four of colored girls taught in a kitchen, besides a class every morning composed of the girls living in the house, who do all their own cooking. A class of Swedish Gymnastics is taught three times a week. There have been ten evening entertainments, of from thirty to forty students under the care of different teachers.

The Home is now thoroughly furnished for work; all the yearly expenses have been met and \$250 paid on the debt of \$1,000 which I owe to the Huntington Industrial Works on the building. The supplies for the girls' table are furnished from the boarding department of the Normal School, but I shall need six hundred collars for salaries of matron and cooking teacher and for some expenses connected with the work in the Home for another year. I must still depend on friends of this enterprise for money to pay the debt and also for the small sum needed to carry on the work.

EMILY L. AUSTIN.

## Department of Discipline and Military Instruction.

This department has had to do with the management and discipline of four hundred and twenty-nine boys, three hundred and thirty nine Negro and ninety Indian, the total yearly enrollment. The most natural things to expect o

boys coming from conditions and surroundings such as those out of which most of our students come, are irregularity and unpunctuality. There must be more or less friction be tween students where so many come in constant contact. It should be said, however that notwithstanding the increase in the number of students, every year sees fewer breaches of order and a general improvement in punctuality and promptness This is mainly due to the steady improvement in the material which each year's accession affords. There never was more care exercised in the selection of student material than now.

The routine work of the department is about the same as last year's, except a few minor changes that necessarily come and the general trend towards improvement in meth-

The fourteen student officers who compose the "Officers' Court" were appointed immediately after the organization of the battalion. They have tried more cases this year than last and the cases have been of a somewhat different nature. Questions of disobedience to battalion officers and disputes between students are usually referred to the Court for investigation and decision. The Officers' Court represents the six companies of the battalion, thus making it a very general organization.

Early in the term, the five members of the Indian Council were elected by the Indian boys from their own number. The Council has been exceptionally busy since its organization, with minor cases, such as using tobacco, talking Indian and playing cards, the last being a very serious offence. This organization does not wait for cases to be submitted to it, but any boy may be reported by his fellow to the Council and the case will be investigated, and if the case warrants, the boy will be sentenced for discipline. The janitors of the Wigwam being members of the Council, assume the general responsibility of the Wigwam.

These two organizations are not only helpful in the simplification of the school discipline, but are helpful, in the way of self-government, to the students themselves. All of their decisions and findings are referred to the office for approval. So far every one of the decisions has been ap-

proved and the sentences have been duly executed.

The dormitories are under the care of ten janitors, from the students, who are responsible for the care of their respective buildings and the immediate surroundings. They are also expected to maintain good order among the occupants and to report every case of misconduct or disorder in their written report, which is submitted every morning

They make a daily inspection of the buildings and the Semi-weekly inspections have been made by the School officers and occasionally the lady principal has visited the rooms during the week. The usual Sunday morning military inspection has been made, generally by some mem-

ber of the Faculty.

While the military department is not in the strictest sense military, yet military drill forms a very important part in the daily routine, and military discipline is enforced to as great an extent as the welfare of the student and the interests of the Institution may require.

The physical training which military drill makes imperative, and especially the seventeen "Setting up Exercises" taken up this year from the latest edition of Regular Army Tactics, is of great value, securing the best physical culture, a firm and elastic step, erect form, graceful carriage

and vigorous bodily powers.

The habit of attention and mental concentration, which the Negro and Indian sadly lack, is developed in a large measure, the habits of neatness, good order and promptness form a part of his daily routine; while the constant necessity for quick, responsive and decided physical and mental action results in habitual decision of manner, movement and speech. Further than this he receives training in self-government, self-restraint, in prompt obedience, in submission to law and authority and in the exercise of authority under a consciousness of personal interest and responsibility.

The satisfactory appearance which the battalion has presented during the term, is due to the fact that all cadet students of the Normal and Indian Schools have been obliged to wear the School uniform, and to the most thorough instruction from 1st Lieut. Chas. T. Moncher of the Artillery School at Fortress Monroe, whose service we have been fortunate in securing for an hour each week. We have been ple 1sed by the interest and the spirit with which the young men have entered into the drill and especially the setting up exercises. The coldest day, if dry, has not prevented our going through these exercises.

The Assistant Disciplinarian, Cadet Capt. Allen Washington, esides very faithful work in the department generally, has had special oversight of the grounds and buildings. He has made a daily in pection of grounds, looking after their general tidiness. This accounts in a large measure for the good appearance which the grounds have had during the year. Frequent rounds have been made at nights (after Taps) through its buildings to see if there was any

unnecessary waste of water, steam or gas.

The cadet officers, and indeed the students generally have heartly, co-operated with the School officers in the maintenance of the School discipline during the year.

ROBERT R. MOTEN, Disciplinarian.

## Religious and Missionary Work.

There has been throughout the year an earnest, thoughtful attention on the part of the students to the religious life of the School. From the very first of the School year, when the subject of our meeting was, "Begin right," there has been manifested a desire and determination to take advantage of

religious opportunities and to make the Christian life a practical thing—to take it into the classroom and shop. This has resulted in making religion a power in real life and less

a mere feeling.

The students have supported well the religious meetings of the week which have been largely attended and thoughtfully conducted. A Young People's Society of Christian Endeavor was organized last summer among the colored students which has now grown to a membership of 150 active members. Its influence has been most helpful in developing Christian character and in making it useful to others. It has trained young men and women to pray and speak thoughtfully and strengthened them in the habit of daily prayer and Bible reading. The same can be said of the Indian Endeavor Society which has about 50 active members. These societies hold their meetings Sunday mornings.

Many manifested a deep interest during the Week of Prayer. Between fifty and six y I have seen and personally talked with. Most of them have determined to lead a Christian life. Fourteen have united with our School church on confession of faith. Some have preferred to wait and join their home church, while others desired to unite themselves with some particular denomination. The church here is un-

denominational.

It is pleasant to report a large and interesting work by our Young Men's Christian Association which is wisely directed by some of our resident graduates. Its influence is widely felt in all the religious life of the School. It has been through its Missionary Committee that a larger part of Sunday School and Cottage work in the neighborhood has been done.

It has recently undertaken a new work—which they call their "Juvenile Work." They are making the effort to reach the small boys of Chesapeake City. A room has been secured in the town, and furnished with papers and magazines, and good literature and other attractions are offered to bring the boys under good influence. Besides this Young Men's Association there is a Society of King's Daughters who assemble each week for prayer and Christian work. The activity of so many of the students in practical Christian work has resulted in strengthening the religious life of the School. In looking over the year I am more than ever impressed with the importance of individual work. It is not through the sermon or the prayer meeting that we can give the best help, or secure the most thoughtful interest of the boy or girl. It must be personal work; a talk with each one alone. I hope that I can give more time to this the coming year.

#### MISSIONARY DEPARTMENT.

The work of this Department is divided into what may be termed the near and far—that which has been carried on by our students in the neighborhood of the Institution in Sunday school and cottage work, and that which has been done to keep in touch with our graduates and stimulate them to the best and largest work in and for the communities.

#### NEIGHBORHOOD WORK.

It is gratifying to be able to report the hearty interest and co-operation of the students and especially of the Young Men's Christian Association in this near work. A large band of volunteers responded gladly to the call for workers, who-e influence and efforts have been widely felt and truly appreciated.

They have visited the poor and the sick, supplying their needs as far as the funds collected for this purpose would allow. They have gathered the children into Sunday schools,

filling the places of superintendent and teacher.

Letween forty and fifty go into this Sunday school work. Two schools are er tirely officered and taught by the students, while six others draw many of their teachers from our number. The jail and poor-house are visited every Sabbath and a service held with the inmates. The woodpiles of the aged and infirm are sawed and split, and their leaky cabins are patched up for the winter. We have a missionary horse and wagon, a missionary saw, axe and hammer, all of which are devoted to this work of helping.

Such practical Christian neighborhood work affords valuable training for the students in preparing them to be helpful teachers and successful leaders among their people. It teaches them their duty to their neighbor and how they can best led him; it enlarges their view of the work to which they are especially called; it presents a many sided ministry, whose activity is not confined to the school house but reaches out to every part of the community where there is need, and an opportunity to lift up to right and intelligent living.

Miss Freeman, who has so successfully directed this neighborhood work, reports that during the past winter there has been more need of missionary work in our vicinity than ever before. The weather has been unsually severe, causing much suffering.—for the little cabins in which so many of the people about us live are poor protection even in mili weather. Meetings of volunteers have been called once in two months. The work for the coming weeks has been laid out, and different young men have offered to take certain duties. The students respond heartily to these calls for practical work.

One of the Indian boys said, as he came with two friends to volunteer in the missionary service, "We can't do any preaching, but we can saw wood and take food to the sick."

The boys who go out become very much interested in the old people. After they have seen their needs they come back with urgent requests that the help needed may be given. Sometimes they give articles of clothing from their own scanty stock. One of the boys while engaged in this neighborhood work found an old man in his cheerless cabia

suffering from the intense cold and barefooted. He was so touched by this case of need and distress that he pulled off his own socks and gave them to the old man, and hastened home to report the case to the Supply Committee. Such work as this means not only relief for the poor, but also an invaluable experience for the boys. It teaches them lessons

they could not learn in any other way.

On Sunday several old people are visited regularly and baskets of food are taken to those who are dependent on the School for aid. In every home visited the students hold a short service. It is interesting to go to these poor cabins and to see the preparations that are made for the Sunday visit of the "missionaries." The floor is swept, the fire blazes brightly in the old fire-place, and chair or stools are set be-

fore it.

The old people join in the singing with quavering voices and listen with reverent attention to the reading of the Bible, which some of them never hear except from our students. Their gratitude for these visits is very touching. Six young men go every Sabbath to the jail and hold a service of song, prayer and scripture reading, with brief remarks by one of their number. These meetings are always treated with respect by the inmates, three of whom have expressed the determination to follow Christ. A similar service is held at the poorhouse, where four of our young men carry the message of the Gospel to the poor and infirm who are eager and glad to hear the word that brings them their only joy and hope. Among their number was one old man so deformed and infirm that your first look was one of pity, but when you saw his cheery, happy smile your look changed to one of real gladness. One forgot the rude setting when he saw the light of the jewel which it bore, You felt you had come into the presence of one whose constant companion was God and whose bright smile came from within, not from his outward circumstances. It was a privilege to hear him pray. One of his petitions was, "Didn't you promise that you'd hold us in de bend of your arm an' de hollow of your hand." Another was, "'member de poor beggar an' de Great King on de th'one, an' while you's 'memberin,' member dese my bretherings and sisters who bow in prayer." called him home a few weeks ago. He is greatly missed not only by the inmates to whom he was a helpful spirit, but by the little band of student workers, who looked forward to his grad welcome and felt the influence of his great faith.

The reports from the Sunday school work at Buckree, Little England, and Slabtown are encouraging. At Little England an addition has been made to the building, the cost of which (\$102) has been provided for through the efforts of its own teachers and scholars. Our funds for this neighborhood work have been unequal to its demands the past year. We find ourselves in debt. There have been many more calls for coal and wood because of the severity of the winter. These demands have been supplied, though the treasury was empty, as it was better to incur a debt than to let the poor

suffer from the cold. The money for this near at hand work comes in small donations from outside friends and from the students and teachers of the Institute. We shall need \$500, for this branch of the work the coming year.

#### WORK AMONG THE GRADUATES.

This part of the Missionary Department's work has for its object the reaching of the graduates with wise and helpful influences; keeping in personal touch with them by visiting their homes and schools and stimulating them, if teachers, to the best work in the school room and to the use of the best methods of teaching, and encouraging and helping all Hampton's sons and daughters, as far as they can be reached, to give themselves earnestly to the elevating of their communities by practical teaching of how to live and how to work. The name, Missionary Department, might imply a purely religious work; but while it does not forget the Sundov School and Church, its object is also improvement along educational and industrial lines, the promotion of whatever will mean better schools and better teachings, more skilful and intelligent labor on the farm and in the shop, and the uplifting and purifying of the home-life. It is to this broad work of helping to better things that the Missionary Department would arouse and urge the graduates. To accomplish this it is first necessary to reach the graduate. Hence the need of a few carefully selected men, Hampton's sons, who shall travel through the South, visiting and talking with the graduates in their homes and schools, acquainting them-selves with their work and the needs of the communities in which they live, and who shall be able not only to suggest improvements and to interest the graduate to be more widely useful in building up the neighborhood in thrift and intelligence, but able also to address gatherings of the colored people and to show them why many fail and how they may succeed. The Missionary Department can use three or four such workers. It is hoped that Gen. Armstrong's appeal for \$100,000, to endow this Department will receive a generous response so that the plans formed for this work may be carried out and picked men secured who shall direct in the field.

The gift of \$800 from a benevolent lady in Boston has enabled us to put into the field George W. Brandom of the class of 1882, who since the first of February, has been traveling through the southern counties of Virginia, reaching the graduates in that part of the State, assuring them of Hampton's interest, not only in what they are doing for themselves, but also in what they are doing for others, He makes weekly reports to the Associate Chaplain, giving full account of all his visits, which not only furnishes us with valuable information about our students but suggests how we may help them to be efficient workmen in elevating their people to intelligent and Christian living.

In going from school to school he has been able to select good material for our class rooms and workshops. This is an important part of his duty. Desirable applicants are always in demand. Some of our graduates are discouraged because of the short school terms. They say it is very difficult to accomplish much in four or five months. They can be helped by the introduction of the best methods of teaching, by putting into their hands an outline course of study adapted to the country district schools, showing the teacher what he can do in a certain time and how he can do it. This outline for the teachers' use in the simple English branches is the result of practical work in the school room. and shows what has been done in the short terms and what can be done. We desire to put such literature and all helps to better teaching into the hands of our graduates who need Much can be accomplished in this way to improve the work done in the country district schools. In stimulating the graduate to do better work in the schoolhouse, Hampton hopes to secure better material.

Many of the country school houses are unfit for school purposes, being in many cases old deserted one-roomed cabins, and, of course, without the necessary appliances for the teachers' work. In many places the people are too poor to build a better house, but there are communities where if they are aroused to the importance of a new building, they will do much towards securing it. Often it is the teacher who needs to move first. A vist from Hampton's representative, gives a little encouragement, fresh interest, new courage and more confidence to the graduate to undertake this and other work of improvement, Better buildings mean better schools, better order and better teaching.

The farmers need help. Many of them toil all the year to find as the result of their labor a debt. This means a heavier mortgage or the giving up of cattle and farming implements, which is not an encouraging outlook for the next year. The failure to succeed on the farm is largely due to ignorance. They know very little of the best methods of farming, and how to work their land to the best advantage. Here is a work of helping to better things which our graduates can do in their neighborhoods, through the Missionary Department, by distributing among the farmers such literature as will teach them the best methods and their advantages and give them intelligent ideas of work. When they cannot read, the graduate can give them information and show them how to put it into operation.

The Missionary Department hopes to hold conferences next year through the South for the colored people, if there are sufficient funds to provide for the expense, where they can discuss the matter of their welfare and advancement. It is thought that such gatherings of the common people will awaken a genuine interest in the improvement of the home, will help them realize the importance of the school, will show them many of their mistakes and the obstacles they are putting in the way of their own advancement and will also show how to make more out of their farms. Wherever

this idea of holding conferences has been mentioned by Mr. Brandom in his travel through southern Virginia it has met with very hearty response from the people. At these gatherings there could be an opportunity for the teachers to talk over work, and be addressed by some one who could offer valuable suggestions and instruct them how to do their work better. Another important part of our plan is to provide good reading matter for these communities. This is one of the most wholesome influences for the home. And yet Mr. Brandom reports that he has not yet found a single library where the colored people can draw books. Christian literature, the reading of good books and papers, is a great lever to lift up the home life and parify it. Too much importance cannot be attached to this matter. We need good books, illustrated magazines. Who will help to provide this material?

It is a large and wide work that opens up for the Missionary Department to undertake and accomplish through its graduates. Our Institution, our graduates and the communities of the South may be strengthened by it.

Whether this important work shall be taken up and pursued depends upon the friends of Hampton. Who will respond to the urgent appeal of Gen. Armstrong?

H. B. TURNER, Associate Chaplain.

#### Report on the Dixie Hospital and

## "Hampton Training School for Nurses." \*

The close of the second year of the work of the Dixie Hospital and Hampton Training School for Nurses confirms the belief of its founders that there is in this region a good opportunity for just such labor as the institution is fitted to perform. During the past year our work has been carried on with much ampler facilities and accommodations, and has been less hampered in every way. Of the class of seven junior nurses who entered in September, five now remain, two having found the work of the hospital too laborious for comfort. Of our last year's class four are senior nurses. One of the five who entered took only the shorter course between her Middle and Senior years in the Normal School, and has been taking the Senior year in the Normal instead of at the Dixie. We have thus eleven nurses now in training and the demand for nursing service has so rapidly outrun the supply that it is impossible for us to answer all the calls that come to us. At the Hygeia and other hotels and boarding houses at the Point the nurses have made themselves especially useful, as when guests at these hotels are visited by illness the Dixie nurse close at hand and ready to

<sup>\*</sup> Added by Gen. Armstrong's request.

come at a moment's notice is a more convenient expedient than the nurse from Washington or Baltimore who must be waited for, often at the expense of much discomfort on the part of the patient. The Hampton people too are coming to depend upon the Dixie for help in time of sickness, and the old theory that a hired nurse is a nuisance only to be endured in cases of extreme necessity is giving place to the belief that even in light illness the skillful aid of the trained assistant saves much both to the patient and to the other members of the household. On all sides we find the Training School growing in p pular favor and we feel assured that our calls upon the northern public for aid in its behalf

will be less frequent and insistent as the years go by.

The work of the Hospital will be more fully reported in detail by Dr. J. T. Boutelle, of Hampton, one of the physicians who has been in constant attendance there throughout the winter. One year's experience has shown that in a hospital where no color line is drawn by the management, patients of all races are only too thankful for the impartial care that they receive, and white and black occupy beds side by side in the common ward without a murmur of dissatisfaction. Our experience has shown too that a comfortable cottage, divided into cheerful, home-like private rooms, with convalescent parlor and dining room and its own kitchen and housekeeping department would meet a real need in this community. Again and again the office rooms of the Nurses' Home, as yet unfurnished, have been called into requisition to receive private patients, willing to pay handsomely for special accommodation, and from a cottage specially fitted up to meet needs of this class we should obtain a steady cash income that would probably cover its expenses from the first and might in time prove a source of revenue to the hospital. To such a house of rest would come homeless young men from Hampton or Newport News, temporarily disabled from their work, teachers and officers from the Normal School in need of rest, change, or special comforts and in course of time perhaps convalescents from the North who, as yet unable to dispense with the watchful care of the trained nurse, hope by change to a milder climate to complete a cure well begun at home.

Through the gifts of two friends especially for those purposes, the treasury of the Dixie is now in possession of \$1,000 00 of which \$500, is to be used for a laundry and the remaining \$500, for a three-roomed cottage for obstetric cases. Plans for these two buildings have been drawn and are now under consideration, and it is hoped that the work on these additions will be completed by mid-summer. It seems best in consideration of the shortness of the lease on which the land is held, that all buildings be of a temporary character removable or destructible with the least possible loss at the end of fifteen years. With this object in view the buildings already on the ground have been made convenient, well ventilated, bright and neat, but with no extra

expense for permanence or ornament. The laundry and maternity ward will follow the same plan and it is believed that the former will add greatly to the convenience and to the sanitary advantages of the work, while the latter will enable our nurses to gain constant and thorough practice in one of the most important branches of their profession. With these additional facilities our equipment for good work will be much more complete.

A statement of our financial condition makes showing as follows:

Cash on hand May 1st, 1892	\$2,654 21
Received since May 1st, 1892,	
From Nurse Hire \$ 979 20	
From Patients 234 86	
From Donations 2,971 43	
·	4,185 49
Cash available between May 1st,	
1892, and May 1st, 1893	6,839 70
Our expenditures during the year have been	
For Building \$1,770 81	
Furnishing 455 98	•
Horse, wagon and harness 194 25	
Total for permanent improve-	
ments	\$2,421 04
For Household expenses 1,506 87	•
Wages and Salaries 1,121 44	
Uniforms, Text-books, etc. 153 98	
Drugs 171 69	
Total for running expenses .	\$2,953 98
Total expenditures from May	
1st, 1892, to May 1st, 1893.	5,375 02
Cash on hand May 1st, 1893.	1,464 68
	\$6,839 70

An appeal for help published in the Southern Workman of February was promptly responded to by generous friends, and beside the sum of \$1,000, for the special purposes al-

ready mentioned, \$654 on have come in for running expenses, leaving us with a most hopeful outlook for the future. Our cash on hand available for expenses other than building amounts to but \$464.68, but, with steady employment for our nurses, and friends who respond so promptly to appeals in time of special need, we feel that the work will not be stopped or seriously hindered for lack of funds.

For the successful completion of the year's work, our thanks are due not only to the friends who have given us pecuniary aid but to all from whom we have received words of advice and encouragement. A visit from Dr. Alfred Worcester of Waltham, Mass., was of much assistance to us in regard to numerous details wherein his large experience in exactly the same kind of work as ours has given to him a knowledge that we as yet have not attained. His real enthusiasm over the results achieved during the short life of the training-school and his lively faith in its mission have been to all concerned in it an incentive to do more and better work in the future. To the physicians of Hampton and the Soldiers' Home, through whose care of our patients and lectures to our nurses the school and hospital have been rendered possible, our grateful acknowledgments are here made, and to the people of Hampton and vicinity who have called our nurses into their homes and sent them back to us again with words of warmest appreciation of their services. To the merchants of Hampton our thanks are also offered for their uniform courtesy and liberal discounts in all business in which the hospital has been concerned. Without the aid and favor of all these our task would have been much more difficult and expensive, if not impossible.

ALICE M. BACON, Sec'v and Treas.

#### Report of Medical Work of Dixie Hospital.

Since May 1st, 1892, the whole number of patients admitted for treatment is 71. Male 39, Female 32. Medical cases 40. Surgical cases 25. Maternity 6, Black 47. White 23.

The following tables show classification of the medical, surgical and maternity cases with results.

MEDICAL CASES. DISEASE.	Total.	Well.	Improved.	Unimproved.	Dead.	Not Treated.	Remaining.
*Alcholism and Chronic Diarrhea Anaemia Asthma Diarrhea Dysentery Ectropion Granular Lids Heart Disease and Dropsy §Intestinal Hemorrhage Mania Menorrhagia Mumps Opthalmia Pericarditis Pheumonia Pleurisy Pelvic Cellulitis Retroversion of Uterus Rheumatism Typhoid Fever Typho-Malarial Fever. Vaginitis	1 2 3 4 4 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	2 I I I I I 3 2 2 2	I	7	I I I I I I I I I I I I I I I I I I I	1	ı
	40	22	5	1	-9	2	ı

<sup>\*</sup> In hospital 5 days.

<sup>§</sup> In hospital 2 days.

<sup>1</sup> Moribund on admission; lived about 6 hours.

Anchylosis of Knee	Weil.	Weil.	Improved.	Unimproved.	Dead.	Remaining.
Tumor of Eyeball I Ulcer of Leg I Chronic Mastitis I Perinephritic Abscess I	1 1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	1	1	1	ı

<sup>\*</sup> Sent to Asylum.
† Discharged as incurable.
‡ Moribund on admission; lived 1 hour.

Phthisis.

SURGICAL OPERATIONS	. 0	PERATOR	RESULT.				
Enucleation of Eyeball.	Dr.	Boutelle.	Well.				
Amputation of Leg	Dr.	Peek.	Patient in hospi doing well.				
Fistula Ani 2 cases	Dr.	Boutelle.	r well, r died of rap Phthisis.				
Necrosis of sternum	"	"	Well.				
Plastic-Restoration of Nose	"	"	Well.				
Trephining for Epilepsy 2 cases	"	44	Well.				
Perinephritic Abscess Incision and Drainage.	"	"	Died.				

There has been admitted 6 maternity cases. One case: was taken in two days a ter confinement and discharged well. One was delivered of a still born child—mother recovered. One was taken in two or three days after a premature confinement, and was discharged well. One case left without treatment. Two cases now are in hosipital awaiting confinement.

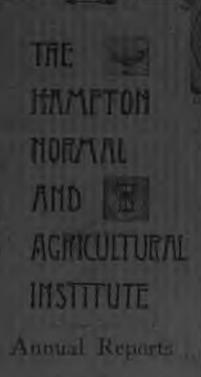
The surgical operations have been done under as thorough an aseptic method as we could carry out, and have done remarkably well. There have been two deaths following operations, one a case of very bad fistula ani with extensive ulceration in a phthisical patient and the operation was done to give relief to pain chiefly. The patient died of ophthisis in about two months. The other case was one of large perinephritic abscess which had burst into pelvis and abdomen. The operation was done as a last resort, and a very extensive gangrenous condition was found, involving intestines, peritoneum, muscles and fasc a. The patient was in a weak condition and only lived a few hours.

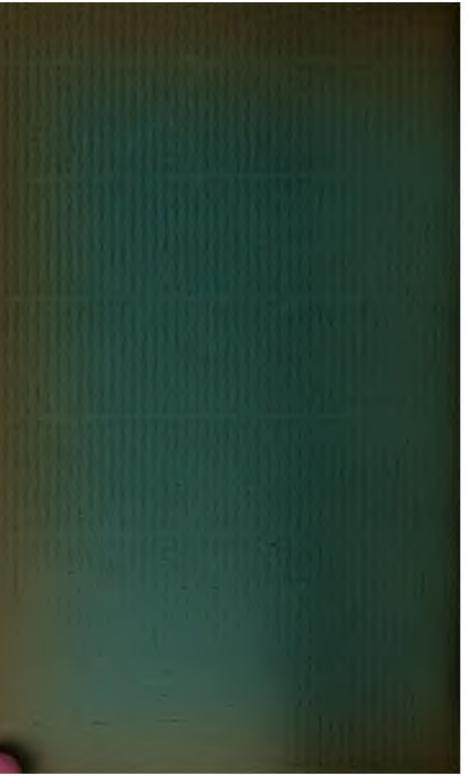
The other death among the surgical cases, was a case of gun shot wound of k ft side close to the heart and the patient was moribund on admission.

Although the mortality list of medical cases appears large, it must be remembered that our work is largely missionary and nearly all cases are admitted without regard to the question of incurability—One case of chronic diarrhea and alcoholism was "in extremis" when admitted and only lived a few days. One case of pneumonia was moribund on reaching the hospital. A case of intestinal hemorrhage was taken in although evidently hopeless and lived two days. Two cases of advanced phthisis were admitted with a view of making their last days more comfortable and not with any hope of cure.

Respectfully submitted,

J. T. BOUTELLE, M. D.





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## THE HAMPTON

# NORMAL AND AGRICULTURAL INSTITUTE.

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# PRINCIPAL'S REPORT

. FOR THE

YEAR ENDING JUNE 30TH, 1894.

HAMPTON, VA.

NORMAL SCHOOL STEAM PRESS PRINT

1894.



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MR. ROBERT C. OGDEN, President, Philadelphia, Pa.

REV. M. E. STRIEBY, D. D., 1st Vice President, New York City.

HON. R W. HUGHES, 2d Vice President, Judge of U. S. District Court, Norfolk, Va.

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REV. H. B. FRISSELL, D. D., Secretary, Hampton, Va.

MR. ARTHUR CURTISS JAMES, New York City.

COL. HENRY S. RUSSELL, Milton, Mass.

## INVESTMENT COMMITTEE.

Who control and invest all funds contributed for Permanent Endowments.

ROBERT C. OGDEN, Chairman, President of the Board.

GEO. FOSTER PEABODY, New York,
Of Spencer Trask & Co., Bankers.

CHAS. E. BIGELOW, New York, President of Bay State Shoe & Leather Co.

ARTHUR CURTISS JAMES, New York,
Of Phelps, Dodge & Co.

CHARLES L. MEAD,
President Stanley Rule & Level Co., New York,

† Deceased.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their twenty-fifth Annual Meeting at Hampton, Va., May 23, 1894, for the transaction of the business of the Institute.

The Trustees present were:

Messrs. Strieby, of New York.
Ogden, of Philadelphia.
McVickar, of Philadelphia.
McKenzie, of Cambridge.
Parkhurst, of New York.
Dodd, of Bloomfield.
Peabody, of Cambridge.
Peabody, of New York.
Mead, of New York.
James, of New York.
Frissell, of Hampton.

The State Curators present were:

Messrs. Christian,

MAPP, BOLLING, REID, TUCKER.

The Rev. Dr. Strieby, the First Vice President of the Board, called the meeting to order, announcing the death of Mr. E. B. Monroe, the President.

Prayer was offered by Prof. F. G. Peabody, after which Mr. Robert C. Ogden was elected President.

The routine work of the meeting was taken up and the reports of the Principal, Treasurer, and Heads of Departments were presented and referred to Committees for report, and then returned, acted upon, ordered to be completed up to June 30th (the end of the fiscal year), and are published herewith, under the direction of the Executive Committee.

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denominations. No one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to the corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored, to look after and report yearly on the use of the State money. They have a veto power on the use of this money, but none to direct its expenditure-

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one. This meets the cost of their board and clothing.

From ten to twenty Indians, besides, are educated without expense to government.

The average attendance is over six hundred, chiefly from Virginia and neighboring States, but representing 22 States and Territories. Of these, 132 are Indians.

Besides these, in the Preparatory department (" John G. Whittier" School) there are over three hundred children from the neighborhood.

There are eighty officers and teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of Hampton's 825 graduates and many of its under-graduates are or have been teachers in the free schools of Virginia and other States. It is estimated that over 40,000 children were the past year under their instruction.

The 20,000 public free schools of the South are to-day not half supplied with competent teachers. More are needed not only to teach from books, but by example in industry, thrift and Christian living. The right school teacher is usually as active in Sunday school and temperance work as in the elass room. Hampton's work is to supply these, especially in the remote and benighted country regions, where ignorance, superstition and low ideas of labor and morality prevail.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of at least seventy-five thousand dollars must be raised annually from friends of the school to meet current expenses. The payments of the Negro students are almost wholly in labor, much of it being of technical character and non-productive. Although this labor is exceedingly valuable as training, it is a serious tax upon the resources of the school.

An Endowment Fund of at least a million dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.

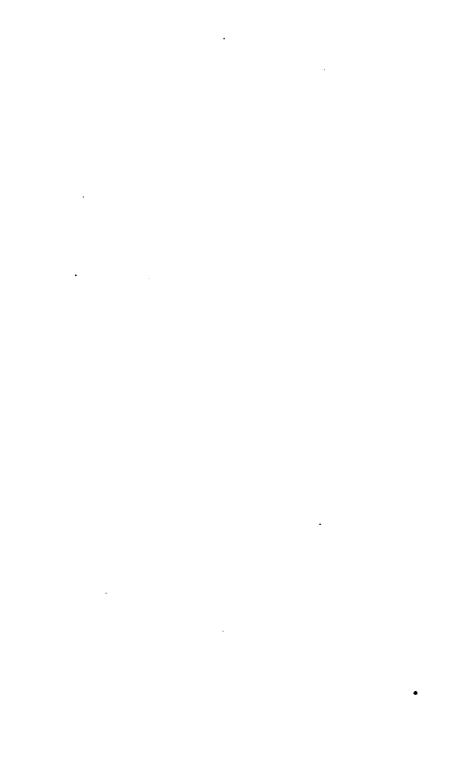
H. B. FRISSELL,

Secretary of the Board of Trustees.

HAMPTON, VIRGINIA, JUNE 30th, 1894.

## FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of .... dollars, payable, &c., &c.



## Principal's Report.

To the Trustees of the Hampton Normal and Agricultural Institute..

Genulemen:

The School has nearly completed the first year of its second quarter century, the first without its founder and leader of twenty-five years.

Notwithstanding the great financial difficulty throughout the whole country and the new and difficult problems within the School itself, so loyally have the friends of the Institution stood by it, so earnestly have trustees, officers, teachers and students devoted themselves to carrying out the plans and wishes of its founder, that the year has passed with very little friction and with a maintenance of order and discipline such as was hardly to be expected after the School had sustained such an incalculable loss in the death of General Armstrong.

Few changes have occurred in the corps of teachers and officers since his death. His spirit has, in a very real sense, been present. Scarcely a meeting has been held for deliberation or conference when reference was not made to his wishes and feelings. On Thanksgiving Day, his portrait, presented to the School by ex-teachers, was unveiled at a public service in Memorial Chapel, where students and officers told of thankfulness for what he had brought them. The celebration of his birthday as Founder's Day, when Mr. Ogden delivered a memorial address and the students recited selections from his words, helped to keep fresh in the minds of all connected with the School, the memory of him they so dearly love.

In order to meet the pressing needs of the Institution, and to promote the spirit of co-operation urged in his parting counsels, the teachers and officers formed themselves into an "Armstrong League of Hampton Workers," for the raising of scholarships and the creation of new interest throughout the country. The Principal and Chaplain, with companies of students, spent the summer months in holding meetings in northern watering places. The "Home Guard", of resident graduates and ex-students, helped in raising funds, and an

earnest endeavor was made to cut down the expenses of the School. Its friends in Northern cities organized themselves into associations with a view to its support. Many whose income had been sadly impaired still maintained their contributions; others increased them. The result has been an increase in amount of donations for current expenses over that of the previous year. The legacies of the year have been applied to the endowment Fund. These, in former years, when unrestricted, have been applied in part to the running expenses of the School.

There has been great difficulty in disposing of products of the saw-mill and Pierce Machine Shop at prices covering their cost. It has seemed best, however, to keep these departments going, as their shutting down would throw a large number of worthy students out of the chance of supporting themselves and gaining instruction in useful industries.

The hard year has not been without its advantages in showing where expenses could be curtailed, The plan recommended in General Armstrong's last Report, for more thorough analysis of the accounts of the different industries and the use of time cards and cards showing the amount of material used in each article produced, has been carried into execution. While the working out of this plan has been attended with some difficulties, and extra expense has been incurred in order to keep the proper records, we feel at the end of the year that we have a more thorough grasp upon the cost of our products, that we can the better decide what industries have sufficient educational value to pay for money loss to the School incurred by their production, and that there has come, both to heads of departments and to the students more of thrift and economy in the use of time and material. The more our shops can be brought to strictly business principles, the greater, we believe, will be their educational value.

In order to give to those students of our Normal School who have not entered trades, a more perfect industrial training than has heretofore been possible, a room in the Annex to the Huntington Industrial Works has been fitted up with benches and working tools, and Mr. C. C. Tucker, who for a

number of years had charge of the manual training department at Atlanta University, has had thirteen classes a week in the use of tools and the principles of mechanical work. One hundred and twenty boys and twenty-five girls have thus received instruction and have in general shown much interest in this department. It is hoped that another year still more time may be given to it, and that work in iron may be added to its present course in wood. This general manual training ought to have the effect of improving the work done in our shops by our trade boys. It is to be hoped that sufficient interest will be created, to lead more of our boys, after having completed their course in the Academic and manual training departments, to enter the school shops and perfect themselves in some trade. Improvement can thus be made in the student material that enters our shops; less time will be necessary for teaching them trades, because of their instruction in the use of tools; better work can be turned out, because of the trained hands and more thoughtful minds of the apprentices.

A more clearly defined line has been drawn this year than heretofore, between our trade students and those pursuing our normal school course. As hitherto, the trade students are expected to enter the Normal School after the completion of their three or four years' course in the shops and Night School, their instruction in the latter keeping that object in view. This year, however, we have more then ever made their work in the Night School tend to a better understanding of their trade. For the trade boys, their trade is the principal thing and the school more subsidiary, while for Normal School students whose work is to be in the schoolroom, the academic work is made most prominent and the shop-work subsidiary. We believe that better instruction can be given to both classes of students by more clearly defining the object in view.

Blackboards have already been placed in some of the shops, and a portion of time has been given by heads of the departments to explaining the principles of mechanics which lie at the bottom of their work, in order that it may be lifted far as possible out of stupid drudgery.

Corresponding to the manual training for the boys, more instruction has been given in connection with the girls' industries. Systematic courses in sewing and cooking have been organized. The Abby May Home has done valuable service as a model, giving to a certain number of girls an all round training in domestic economy such as is impossible in the larger building.

It is desirable that the cooking for the School should be carried on in such a way as to be an object lesson to all connected with that department of the institution. Those in charge of our present kitchens labor under great disadvantages in the preparation of the food. One of the immediate needs of the School is a new kitchen, and an enlargement of our students' dining room. The School has outgrown its present accommodations in this direction, and the students are now taking their meals in five different rooms, at great expense of convenience and economy. There has been, for several years, a great pressure upon us to receive more girls into the School. A large part of the best work of the public schools of the South is done by the girls. It seems to me desirable that more opportunities be given to them, and that the dining room waiting, which has been thus far given to the boys here, should be given to the girls. This is impossiuble nder our present conditions. The proposed new building will help toward this end.

Advance has been made in the physical culture of our girls this year. Gymnastic suits have been prepared and they have had this year, as last, regular drill in the Swedish or "Ling" system of gymnastics under a competent instructor from the Boston Normal School of Gymnastics founded by Mrs. Hemenway. It is hoped to introduce next year a system of measurements by which a careful study of each student may be made. It is most desirable that we gather here statistics which shall help us in studying the health problems of the two races with which we have to deal.

The new drainage system introduced last year has worked admirably and there has been marked improvement in the health of the institution, as shown by the report of Dr. Wal-

dron, our resident physician, whose devotion, skill and careful study of the health conditions of the School have been invaluable. It is desirable that, as soon as possible, the drainage system already inaugurated be extended over all the grounds, and that our water front be improved as suggested in the report of the resident physican.

This year, as last year, all the young men in the Normal School have received regular instruction in the science of agriculture. The great part of both the Negro and Indian races of the country, for a long time to come, will be farmers; it is extremely important, therefore, that the young people who go out from Hampton should have received thorough instruction in this line. I call your attention to the report of Mr. Chas. Goodrich, who, with Mr. Tucker, has been delivering evening lectures to the students, on soils and plants, and has awakened much interest.

A special department of agriculture has been started for those who mean to make this their life work. There will be a three years' course, with an opportunity for each student to gain a thorough practical knowledge of farming.

Progress has been made the present year in more complete organization and unification of the different departments of academic study. Miss Hyde, to whose thoughtful report I invite your attention, has made a careful study of all its departments. Effort has been made to so correlate the work in the shops and the different class rooms that they may be helpful to one another. Thus, arithmetic problems have been taken from the shops and the farms; the classes in physics have had the advantage of the machinery of the Huntington Industrial Works and the Pierce Machine Shop; the barn and slaughter house have been helpful to the classes in physiology; the students in botany and natural history have made use of the School grounds and the shore in their investigations. Certainly, few institutions have a better opportunity than this has to make the teachings of the school room bear definitely on real life. The geography and history of the place itself ought to be an incitement to studies along this line.

The Whittier School, with its children in different grades, affords an excellent chance to our students for practice teaching, and its kindergarten and department of domestic science give them opportunities for observation and study of practical value for their own life work.

Miss Hyde's report makes mention of the proposed advanced course for our graduates or others who may wish to carry their normal study farther. There has been a call from our graduates, especially from those who have been teaching some years, to be permitted to come back and further perfect themselves in improved methods of teaching. It is to meet this felt need that the advanced course is proposed. Only those are allowed to take it who have had as much as a year's experience in teaching among their people.

We need a teacher of mechanical drawing for next year. All the students engaged in the shops ought to have regular instruction in this line. It is very desirable also that the "Sloyd" system or a modification of it be introduced into the Whittier, and that all our students have some training in the use of garden tools, and in beautifying the grounds about their quarters.

Your attention has been already called to the attempt made the present year to introduce more instruction into our shops. This will be attended with increased cost. We have felt that a part of this expense ought to be borne by the students.

The colored people from whom this school draws its students have greatly improved in condition within the last twenty-years, and there is little doubt that they can furnish more aid to their children than they could twenty years ago, With the increase of our industries in number and extent. there has been a tendency on the part of the students to expect the institution to furnish them sufficient work to cover all their expenses while at school. The furnishing of this labor is expensive, and, while there is no question as to its importance as a moral educator, and no doubt that every student ought to be obliged to engage in some form of it, it is thought that a larger proportion of money ought to be contributed by the students or their parents toward their educa-

tion. In the circulars sent out this year to them, a demand for an increase in such payment has been made. There has been at the same time a decrease in the amount of work supplied to students on the School grounds.

The report of the Chaplain, Rev. H. B. Turner, will give the details of the moral and religious work of the year among the students. There is evidence of a higher tone among them than has ever before existed. The work done by our graduates in the country districts from which we draw our student material, is already beginning to show. Mr. Turner's work with the stereoptican in the North has helped many of our friends who have never visited us, to a better understanding of the School and its work. Our missionary department, which is under his control, has brought the School into closer relation with its graduates. One of these has been employed during the year to go out among the others, get reports of their work, and stir them up to do their best in the school room and among the homes of their people.

I call your attention to the report of Miss Cleaveland who has done valuable service through correspondence with the graduates. Regular supplies of papers and magazines from our reading room have also been sent out to our graduates as heretofore, as shown by the report made by Miss Bellows.

The School must establish still closer relations with its graduates, both for their sake and its own. Hampton ought to be increasingly a centre of study of the conditions existing among the Negro and Indian races: the sort of education given ought to have always a very definite bearing upon the needs of the people. Last year a conference of graduates was held here, at our Anniversary time, which was very helpful in showing those needs and the progress made. Another will be held this year for the same purpose. A list of questions has been sent out to graduates and other ex-students of the School, to bring them to study the condition of the communities in which they live, and send to us the information they acquire. Informal conferences have been held during the year with the students in the school; to get their testimo-

ny and awaken their interest in study. A Folk-Lore society has been started among the resident graduates of the School, by Miss A. M. Bacon, which has brought interesting information as to traditions, superstitions and customs among the Negroes of the South. Some work of the same sort has been done among the Indians.

The Teachers' Institute held in our buildings during July of last year, under direction of Hon. J. E. Massey, Superintendent of Public Instruction of the State of Virginia, gave us an opportunity to see many of our graduates and brought us into relations with many of the colored teachers of the state educated in other schools. Supt. Massey proposes to hold a similar institute at Hampton the coming summer.

This school has continued to receive the cordial support of the authorities of the state, and to receive the annual appropriation of \$10,329.36, representing a third share of the interest on the state's Agricultural College Land-scrip Fund; also the same proportion (amounting this year to \$6,333.34) of the state's share in the fund created by the Morrill Act.

The state of Virginia has a leading place in the educational movement in the South. It is to be hoped that, before long, industrial education in some form will be introduced into every public school in the state. The Hampton School is anxious to do its part in bringing about this end.

I call your attention to the report of Miss J. E. Richards, in charge of the Indian department of the School. The decision of the Secretary of the Interior that no more Indian students should be sent by government from New York state, and the ruling of the Indian Department that no Indian over eighteen should be sent to Eastern schools, made the filling of the quota allowed us a somewhat difficult matter. Friends in New York state secured funds for the few from that state that were not on the government list. The Commissioner of Indian Affairs, in some special cases, allowed some over the prescribed age because of special worth. The ladies of the Massachusetts Indian Association requested us to take some of the Apaches from Mt. Vernon Barracks in Alabama, and there has come to us a small company, from the Cherokees of

North Carolina, so that we have a larger number of Indian students than last year. It is most desirable that Eastern schools be allowed to take a picked company of Indian students, to give them thorough training as teachers and industrial leaders. The solution of the Indian problem, as of the Negro problem, lies in sending out competent leaders of their own race. who shall, both by precept and example, show them how to live. In order to do their best work toward the accomplishment of this end, the Eastern schools should be allowed to take selected students, who have completed their course in the reservation schools, and give them that broader knowledge which comes from seeing the country, coming in contact with life outside the reservation, and having careful instruction in methods of teaching and industrial training. A number of Indian students are working their way through the Hampton School this year without government help, in the same way that the Negro students do. It is desirable that this number be increased. A larger number of our Indians than usual were placed on Northern farms last summer. This plan of sending the Indian students out to Northern farms, inaugurated by General Armstrong in the summer of 1879, and since that time very successfully carried on both by Capt. Pratt at Carlisle and by the Hampton School, is a most important part of the Indians' education. They are surrounded by object lessons in the Northern homes of such interest that they can never forget them.

The Hampton exhibit at the World's Fair called forth much favorable comment and helped to disseminate an idea of the character, extent and variety of the School's work. The wood work from our Huntington Industrial Works was especially admired. The exhibit has been placed in Marshall Hall on the School grounds, and is open to the School's visitors.

The action of the Board of Trustees at your winter meeting, directing the Principal to visit and study some of the other colored schools of the South, was of great value. Accompanied by Miss Hyde and Miss Bacon, a trip of two weeks was taken. The work of a number of our graduates was in-

spected. Especial attention was given to the colored schools of Nashville, Atlanta and Tuskegee. It is a pleasure to bear witness to the valuable work done in these institutions.

Several days were spent in Tuskegee, the young Hampton, where Mr. Washington has gathered nineteen of the graduates of this institution as instructors, together with those of other schools. While our own graduates have not the advanced education that some of the other institutions give, they have, because of their industrial training, the capability of taking hold of new enterprises and plans of work and making them a success. Most of the Tuskegee shops are under the care of Hampton graduates. Their training as teachers has also been of great service to them in this capacity. The Tuskegee school is in close touch with the colored people of the surrounding country; through its farmers' conferences and in other ways, it is doing much toward improving the homes and farms of the people about it. The same thing is being done in a smaller way by many of our graduates in charge of other schools. Though the material which comes to Hampton is not all as Bright in a way as that found in the cities, it compares favorably on the whole with that in other institutions. I believe that the Hampton school should continue to secure its students from the country, where there is more physical and moral force among the people. and to send its students back into the country to work among their people there. The high percentage of crime and mortality among the colored people of the cities indicates that, for the present at least, country life is most hopeful for the Negroes, and that the education given at Hampton should have an especial bearing upon their preparation for agricultural work.

The thanks of the School are due to the trustees of the Slater and Peabody funds, for increased appropriations the present year, and, in particular, to the Hon. J. L. M. Curry, Secretary of both boards, whose advice and interest have been of the greatest assistance in this first year without General Armstrong.

The present year, like the four that preceded it, has been

one of great loss from the death of friends actively connected with the School from its early days, who have helped to make it what it is.

In January occurred the death of the School's first chaplain, Rev. Richard Tolman of Arlington, Mass. a man of rare spirituality and practical abilities, a right hand man to General Armstrong in the early management of the School, for eight years its pastor and for eight more resident on its grounds, a teacher in its Pastor's class of Bible study and actively interested in all our work.

A few weeks after Mr. Tolman's death, the Rev. Thomas K. Fessenden, who was for nine years a trustee of the School, and acted for some time as its financial agent, died at his home in Farmington, Ct. Mr. Fessenden gave the first impetus to our endowment fund, now amounting to between \$300,000 and \$400,000, and secured the interest and co-operation of some of the School's most generous friends and helpers.

The death of Mrs. Mary Hemenway, has removed one who stood by the School in every emergency. She was one of the first to respond to General Armstrong's appeal for help in Boston, in the early days of his great work, and there has hardly been a new departure in the School's history in which she has not had an important part. Of late she had been especially interested in improving the sanitary condition of our grounds and in the physical training of our girls.

The sudden death, on April 21st, of the President of this Board of Trustees, Mr. Elbert B. Monroe, has taken from the Hampton School its most generous contributor, its most trusted friend.

For nearly seventeen years, from June 1877, he has been one of the School's Trustees; for nearly nine years, from June 1885, the President of the Board.

Our Memorial Chapel, the central building on the School grounds and the most beautiful, was the gift of himself and Mrs. Monroe. The Treasurer's building, the Executive building, the Gymnasium, and the Greenhouse, came from his generous hand, nor was money his most important gift to the School. For years, he gave his sympathy, his time, his

thought. Since General Armstrong's death, even more of his time and thought were given than before. His last Sabbath on earth was spent at Hampton, planning for the institution he so dearly loved.

Still another name long connected with this Board was soon added to the list of those whose loss we mourn. Rev. James H. Means, D. D., of Dorchester, Mass., who died May 4th, was a trustee of the School for six years, from 1877, the same year that Mr. Monroe entered the Board, to 1883, since which time he has never ceased to be an actively sympathetic friend of Hampton, seconding all our efforts in Boston by his earnest words and wide influence.

For details of the year's work and progress of the School, I refer you to the reports printed below, and others in manusript from the various departments.

# Respectfully submitted:

H. B. FRISSELL, Principal,

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### REPORTS IN PRINT.

Academic Work, Miss E. Hyde, Normal School. Night School, Whittier " Indian School. Miss J. E. Richards. Miss E. Clark. Girls' Home Life and Industries. Review of Industries (Young Men's) Miss A. M. Bacon. Agricultural Science, Mr. Chas. L. Goodrich. · Manual Training, Mr. C. C. Tucker. Social Life, Miss M. Hamlin. Graduates. Miss A. E. Cleaveland. Distribution of Reading Matter, " A. L. Bellows. " C. M. Folsom. Returned Indian Students. " L. Herron. Library, Dr. M. M. Waldron. Medical Report, Capt. R. R. Moton. School Discipline, Religious and Missionary Work, Rev. H. B. Turner.

## Report on Academic Work.

Including Normal School, Night School, and the Whittier Training School.

Census for 1893—1894.

### NORMAL SCHOOL.

NORMAL SCH	IOOL.
Colored Girls109 Indian Girls19 —————————————————————————————————	Colored Boys137 Indian Boys 29
Total in Normal S	
NIGHT SCHO	OOL.
Colored Girls91 Indian Girls3	Colored Boys 182 Indian Boys o
94 Total in Night So	182 chool 276.
indian school (Pi	reparatory).
Girls 26 Total in Indian	Boys 63 School 89.
WHITTIER TRAINING SCHOOL	OL, (Not Boarders.)
Girls209 Total number of Cl	Boys161 hildren 370.
Grand To	tal.
Normal School	

Whittier School, (Not boarders.) ...... 370

..... 658

The effect of the hard times has been seen somewhat in the Normal School, a number of Seniors and Middlers having been obliged to remain out this year on account of lack of funds. They are hoping to return to us next fall, however. Our present Senior Class, numbering fifteen girls and fourteen boys, has made an excellent record. One of our most earnest and faithful young men has been obliged to leave the class on account of illness. We hope the remaining twenty-eight will receive Hampton's diploma at the close of the year.

## Course of Study.

#### MATHEMATICS.

The Seniors have been able to complete arithmetic and to take a short course in algebra. We are trying to simplify our work in arithmetic, at the same time making it more thorough and practical. We mean to waste no time on arithmetical puzzles; we do aim to spend a good deal of time on the fundamental operations, putting much stress on mental arithmetic. The arithmetic work is done objectively as far as practicable; we feel that we have no excuse for not teaching the subject in a practical way, when our Treasurer's office and shops of various kinds can furnish illustrations of almost every form of business and practical arithmetic.

#### SCIENCE.

The question of what to teach in science and the order of teaching, becomes somewhat simplified when we decide that our students should understand the principles underlying their every day life and occupations. We are aiming to teach the sciences which will be needed by our pupils in their various trades and occupations. For this reason we feel the necessity of a most perfect understanding and unity of work between our academic and trade teachers. Our chemistry and Physiology lessons should bear upon our cooking lessons; our geology and botany, physics and chemistry, should be connected with our work in agriculture.

Our physiology work is principally along the line of hygiene. We spend considerable time teaching the students what to do in cases of emergency. (The children in our Training School furnish excellent opportunity for object lessons.) Our students need to know what to do in case they cannot get hold of a doctor. May I give an illustration that one girl, teaching in one of the country districts of the South, has this year been able to save the lives of three people by knowing what to do in cases of emergency. The doctor

of the district himself testifies to one of the cases.

## READING.

Our chief aims in reading are first, to make it possible for the student to get the thought of what he is reading; second, to teach the student to give this thought clearly and accurately to others; third, to establish in the mind of the pupil a taste for good reading,

so that he will get into the habit of reading.

There is at first a good deal of work to be done in the mechanics of the subject. Bad habits of breathing, position, articulation and pronunciation, require a good deal of attention. Exercises which shall aid the pupil in these respects are kept up throughout the course. We find nothing so helpful in our work in articulation as the repetition of valuable selections and short quotations. When, on Founder's Day, our students quoted about forty of General Armstrong's sayings, there was no need to ask them to speak distinctly. They were so full of their subject that the expression rang out clearly enough to be heard throughout our large chapel. As I have said,

we try to give the students a love for good reading; they read considerable history, both American and English, they also read the more simple poems of our American authors. We realize the importance of a good deal of reading on the part of each student. He must be interested enough to do a good deal of work outside the class, or he cannot accomplish much.

#### LANGUAGE.

Anyone looking over our entrance examination papers would realize that there is a deal of work to be done in language. The improvement noted in students in this respect, is but the natural result of improvement in surroundings. Hearing good English, reading good English, thinking in good English, must have effect upon the student.

Our lower grades in the Night School have much drill in using the four necessary punctuation marks, quotation marks, capitals, abbreviation marks; verbs we recognize as our bitter enemies, and many a fight must be fought before they are conquered and put in their right places. Our oral and written lessons go hand in hand.

We pay little attention to technical grammar, but we do aim to teach all that is necessary or helpful. Most of the grammar work is done in the Middle year, followed in the Senior year by a course in rhetoric. Composition writing enters largely into our plan for each year's work.

#### GEOGRAPHY.

In our lower grades our students begin to get ready for geography by reading about their own and other countries. This is followed by a study of land and water, (beginning with the forms of land and water at Hampton) the study of continents, North and South America being studied in detail, much attention being given to the United States and the state of Virginia in particular. Lessons are given in physical geography, enough chemistry being taught to enable the pupils to understand the subjects.

In the Middle year, there is more work done in physical geography and a more careful study of the Eastern Continent. Sand modeling and map drawing are continued throughout the course; weather reports are made by students in different classes; rain gauges, maximum and minimum thermometers, and signal flags, are supplied by the School, and weather bulletins are received from Washington.

### HISTORY.

In our lower classes, our student's gain, by reading, a knowledge of historical characters and a knowledge of some of the noted events in the history of our country. They also begin a course in Bible history. In the Middle year, they continue their Bible history and take up United States history as a study. A twenty minutes exercise each day in news items keeps the students informed of the daily historical events and makes it possible for them to think and talk inteligently of the economic and political subjects of the day.

The Seniors have a course in universal history and keep up their current history. We hope the end of our work will be to give the students a love for the study so that they will continue to read and think on the subjects after getting out from our care.

#### CIVIL GOVERNMENT AND ECONOMICS.

A half of the Senior year is given to each of these subjects. Students are taught how our own government is carried on and what

are the politics of the different political parties.

In Economics they learn the principles in regard to elements of production and the way in which value is added. We try to make the subject practical and get down to present conditions, especially to conditions which are likely to affect our students.

#### DRAWING.

A course of geometrical drawing is begun in the Junior year, also free hand drawing from objects and casts. Students use pencils first, then charcoal. The object of this work is to make it possible for students to draw common objects and to be able to illustrate when they get out teaching.

Students practice blackboard drawing. The drawing is not confined to the drawing classes only; much good work has been done this year illustrating the lessons in arithmetic, geography, his-

tory, physiology, natural history, botany and physics.

### SINGING.

The Holt System is still in use and is found very satisfactory. Students are given drill on scale; taught to name and sing the notes quickly and accurately, they are often called upon to sing by themselves. The School, as a whole, is able to sing and enjoy ordinary four part written music. The Seniors have received special Normal training with a view to teaching singing in their school."

### LESSONS IN WOOD-WORK.

In connection with our Academic work, we have made a new departure this year in introducing, for purely educational reasons, a course in wood work and instruction in use of carpenter's tools. All the boys of the Day School not taking trades, and our Middle girls, are to be found at the work-bench at certain times during the week. The connection between the Academic work and the manual training is an interesting study. Students who do the best work in the school-room do the most accurate and neat work in the work-room. I feel that Mr. Tucker's work is a great help to the Academic studies and that it will be of value in helping us to work out problems in arithmetic and physics.

The reason for putting our Middle class girls at the work is because they go out to teach at the close of the term. Their schoolhouses are in a poor condition and but scantily furnished. It is well for the girls as well as for the boys to be able to put on a hinge or to repair a bench or a table. One of our Senior girls reports that she made a long bench for her school while out teaching last year.

#### GYMNASTICS.

As in last year, the girls' gymnastic classes, both in the Normal School, Indian School and Whittier School, have been under the charge of Miss Grace Howes, a graduate of Mrs. Hemenway's Gymnasium, Boston, Mass. We feel that Miss Howes' work has been most valuable. The pupils show her training in the attention they give, the power of concentration gained and in improvement in carriage. We are indebted to Mrs. Mary Hemenway for the privilege of having Miss Howes with us; it is due to her liberality and kindness that this most valuable training has been carried on for the past two years.

### PRACTICE TEACHING.

Beginning with the last half of the Middle year, our Middle students begin to look forward to their year of teaching and to prepare for it. Our little ungraded school with its thirty children, representing five different classes and taught by a graduate of the New Britain Normal, serves as an object lesson and is used for illustrating principles and methods.

The plan is to have the class observe carefully a well taught school; to watch model lessons; to notice how the teacher manages students, keeps them busy when not reciting, etc. Simple principles of teaching are discussed in Method classes, methods planned, schedules made out, instructions given in making out monthly and term reports. A thorough course in Virginia School Law is given by Miss Bacon, who has compiled and had printed a little pamphlet giving and explaining the school law of Virginia.

At the close of the Middle year those students passing with credit the studies of the Middle year, receive a certificate stating that so much of the course has been satisfactorily completed and that the student is required to teach for a year before returning to graduate. When the Seniors return they come back with a knowledge of the condition of their people and of the country school, which is used as a basis for many a lesson in the Practice Teaching Class. The students begin their work of observing and teaching at the Whittier. finally taking entire charge of the rooms.

#### MENTAL SCIENCE.

Dr. Mark Hopkins' Outline Study of Man has been used by the Seniors, Mr. Frissell conducting the lesson. This subject is the one in which Gen. Armstrong formerly met his Senior Class and we are glad that Mr. Frissell has been able to find time to take up the subject with the graduating class.

## AGRICULTURE,

We have this year two courses in agriculture; a shorter course which is intended for all the boys of the Day School, and a longer course which is treated as a trade. The longer course extends over three years and the boys taking it are in the Night School. It is intended to give a certificate to young men who pass with credit the longer course. For further details see Miss Bacon's report on Industries.

A careful review of Hampton's work and material leads me to draw the following conclusions. We have three distinct classes to deal with.

1st. Those students who are aiming to make teachers of themselves.

2d. Those students who are aiming to make themselves skilled

tradesmen and teachers of their trades.

3rd. Students who are not able to take either of the first two courses but who are worth keeping at school for one or two years on account of what the school is able to do for them in the way of character building and in general improvement in scholarship. I would recommend that this last class be reduced to as small a number as possible.

A two weeks' trip through the South furnished me with the opportunity of seeing between thirty and thirty-five Hampton graduates at work either in the school-house or in the shop I came back feeling more sure than ever that Hampton had reason to feel proud of its graduates. I also feel that conditions in the South are changing rapidly and that if Hampton would hold its own it must continue to

improve along certain important lines.

I. There is a great need of more broadly educated and more skillfully trained teachers. Recognizing this fact we are advertising an advanced Normal Course which will I hope, perhaps in 95, bring back to Hampton a class of progressive, earnest teachers who have been in service long enough to feel the importance of preparing themselves more carefully for their profession. Although these circulars have been in circulation only a few weeks, we have heard from about half a dozen of our graduates who speak with appreciation of the step taken and express a hope of being able to join the Advanced Class in '95. Others, while expressing their regret at not being able to join the class themselves, speak highly of the step taken toward raising the scholarship of Hampton's graduates.

II. I came back thoroughly convinced of the importance of Industrial Education. In my mind there is no doubt of its being the

most important part of our work.

Hampton graduates land on their feet wherever they may go, because they are able to work with their hands as well as with their heads. Granted that the heart is in the right condition, everything is said. I should like to encourage our trade students to look forward to receiving the school diploma. There is an advantage in being a graduate which the undergraduate must always feel he has been deprived of. Our visit through the South shows us that the Hampton graduate occupies a very different position from the undergraduate. A student almost doubles his value, if besides acquiring his trade he has also received the broadening education of the Day School, and has learned and put into practice the principles of teaching which are just as valuable and true in the shop as in the schoolroom. I would recommend that a student passing with credit his three years' apprenticeship at his trade should receive a printed certificate; that a student receiving both the trade certificate and

the School diploma be considered to have passed with extra honor. In order to pertect our trades, I would also recommend that a more advanced set of students should take the places of the lower grade students, who need cer ainly a year or more of schooling before we can decide whether they are fitted for the trades they desire to take.

III. During my trip through the South, I was struck with the number of bright colored boys and girls who were graduating from the grammar and high schools at fifteen and sixteen. When we asked what became of them when they graduated, their teachers shook their heads and said: 'What is there for mem to do?' There is but little for them to do unless they are taught to work and become ambitious to learn trades. I was pleased in taking up a popular colored paper not long ago to find these words, "We must teach our children trades." This strikes the key-note. I look forward to the day when the industrial side of education will be recognized as just as much a matter of fact part of the curriculum of our common schools as are geography and arithmetic to-day.

I wish I might see our Whittier Training School put on a firmer basis in this respect. The Whittier girls are getting more and more ambitious and are looking forward to graduating from the Normal School. Many of them want to take the dress-making or tailoring They get interested in their sewing at the Whittier and we try to arouse their ambition and give them something to look forward to. Our cooking school is also helpful along the same lines. We are keeping an account of receipts used by the girls in their own homes. One of the principal objects of the cooking school is to teach the girls to prepare in the most hygienic and pleasant way, those articles of food which they can afford to use in their own homes and are able to prepare with their own simple cooking appararus.

There are but comparatively lew Waltier boys who enter the Normal School. One reason for this is because many of them have to go to work at fifteen or sixteen, but I believe there is still another reason. We have no manual training for the boys. If we had a carpenter's shop and the manual training were a regular part of the day's instruction, its value would be two fold; it would be a valuable educational factor and it might arouse the ambition of the boys and awaken a desire for a trade. The outfit for this work in manual training would cost probably a hundred dollars; a teacher's salary

would cost \$400 more.

I cannot urge too strongly the importance of this kind of work at the Whittier, not only for the sake of the children but also for the value of the work as an object lesson to the teachers we are sending There is but little use in preaching manual training in the primary schools unless we can show a school where these principles are successfully carried out.

The Whittier has never been in as flourishing a condition as it is this year. The attendance has been larger and more regular than The Kindergarten continues to be a great success and is undoubtedly placing our primary teaching on a scientific basis. Give us a technical shop and enough land for an experimental garden and let us see what the effect will be upon the boys of the neighborhood and the school as a whole.

## Indian School.

Our enrolment of Indians for the past school year has been as

ioliows :			
	GIRLS.	BOYS.	TOTAL.
Senior	1	2	3
Middlers	5	9	14
Juniors	11	9 18	29
Night School	3	0	29 3 2 83 6
Teaching for a ve	ear 2	0	2
Teaching for a ye Indian School	. 24	59	83
At the North	2	~~	ð
	48	92	140
They represe	ent the following t		-4-
I moy represe	Sioux	32	
	Omaha		•
	Winnebago	<b>4</b> 6	•
	Ponca	i	
	Apache	ì	
	Sac and Fox	3 I	
•		2	
	Seneca, I. T.		
	Oneida, Wis.	46	
	Oneida, N. Y.	6	
	Seneca, N. Y.	23	
	Onondaga '	4	
	Tuscarora	4	
	Cayuga	I	
	Cherokee, N. C.	3 2	
	Shinnecock		
	Penobscot	I	
	Micmac	I	

140 The work of the year, in most respects, follows so closely that of other years that a detailed account of class room schedules, of industries, of home life in Winona and the Wigwam, seems needless repetition of former annual reports.

I will note, therefore, the few changes that have been made rather than dwell upon the regular routine.

Last summer the experiment was tried of sending all our Indians North, with the exception of one or two boys who were especially anxious for trades, or who had proved failures in Northern homes.

The result of this experiment was highly satisfactory.

The number of care takers here was diminished, while the pupils themselves came back refreshed in mind and body by the change of air and fare, of scene and occupation, and ready to buckle down with new zest to the year's work; this, quite apart from the valuable experience gained, and the help in learning English, afforded by a summer in a New England home.

The new parties of the year were brought from the New York Reservations by Miss Snow; from Dakota, Nebraska and Wisconsia by Mr. Turner; while a second detachment of Wisconsin Oneidas

arrived a little later with one of our own boys.

Ten of the New York Indians were sent through private benevolence.

In spite of the fact that Mr. Turner was unable to reach the Western Agencies until almost all children of school age had either been enrolled in the Agency schools or had gone elsewhere, he found a goodly number of applicants for Hampton. Some of the most promising of these, however, were over eighteen and therefore had to be refused, in accordance with the instructions received from Washington. One was a young man who had proved himself of unusual character and earnestness. An intemperate father had, through his efforts, been reclaimed by the Keeley cure, while the whole family had been upheld and cared for by this elder brother. Anxious for the training offered by Hampton, he and three other young men who had sold ponies or other possessions in order to leave their homes, met Mr. Turner on the train. Great was their disappointment when they found the express must be stopped and they must return to reservation life because over the appointed age. We are glad to say that this spring permission has been granted a manly young fellow from Cheyenne River, who had been an employe at the Genoa School, and to a young girl from Rosebud, who likewise had been first a pupil, then an assistant, in the same school, to come on to Hampton under the escort of one of their teachers,

It seems as if Hampton should be able to give special help to just such pupils. The Western schools afford excellent facilities in all the ordinary branches for younger children, but for the graduates of these schools, especially for those who look forward to teaching, either academic or industrial. Hampton's Normal course, with its practice teaching at the Whittier and Training School, its well equipped library, its laboratory and its industrial facilities, as well as the contact it gives with earnest, hard working young men and women of another race strongly imbued with the thought of a real mission to their own people, all these should furnish inspiration and

training of no small value.

To still another class of Indian youth, for whom in the past some of Hampton's best work has been done, we feel assured she may

have a mission for yet a few more years.

Had the treaty been faithfully kept with the Sioux providing a school for every thirty children, all the young men of that tribe now twenty years old or thereabouts, might have had a chance for education. The treaty was not kept and there are many who never went to school in childhood. Some of these are wide awake young fellows, able to turn a hand to anything that comes up in their very narrow sphere, and alive to the needs of their people. They will not enter the camp school to be put in classes with, or below the little children. They will not enter the Agency boarding school, but some of them will gladly come to Hampton where they are surrounded by pupils of their own age. A few years at the East will not send them back well educated men, they may never even enter Hampton's Normal course, but such a stay will greatly broaden their horizon, will increase their knowledge of English and give them a thousand new ideas of Anglo-Saxon push and invention, and when they do go home

they are not in the helpless condition in which a boy returning at sixteen or seventeen, after four or we years at the East, is liable to find himself; expected to accomplish great things yet too young to have any special influence, hardly knowing what to do with his school acquirements, and often less fully equipped for the exigencles of reservation life than some sturdy younger brother who has grown up in its midst.

We must not fail to mention the arrival this spring of three Apache boys from the Mt. Vernon Barracks, Alabama, where Geronimo and his band are still held as prisoners of war. The ittle fellows came alone and almost unheralded. One is the son of Naiche the hereditary chief of the Chiricahua Apaches. The youngest, who at

first sight seemed hardly more than eight, is an orphan.

The appearance and bearing of the two older boys speaks eluquently for the work accomplished among these captive Indians in whose future Gen. Armstrong took so intense an interest, even raising the question at one time whether the whole band might not be transferred to the farm at Sherwood, a few miles from Hampton.

These boys have been taught in the school carried on by the Misses Shepard, under the auspices of the Massachusetts Indian Association, with the co-operation of the army officers in charge of the Indians. Not only in knowledge of English do they show their training, but in obedience, and in gentleness and courtesy. Even tiny Jamie has been seen to doff his hat to a teacher, and to step aside to let an Indian maiden enter a door before him. Instinctively our thoughts turn back to Fort Marion at St. Augustine, where these prisoners were first carried, and we recall the picture drawn by a deeply interested spectator of the scene: men, women and children thronging the ramparts of the old fort, ignorant, half clad, yet even then showing bright possibilities. The men were prisoners of war, yet what, she queried, could be done for the women and children. "The quick response" she added "will come from every friend of Indians in the land. Educate them, civilize them. Work again the beautiful miracle in character and life which has been often wrought before through Him who saves men. It has been proved that there is no depth of degradation which his redeeming hand cannot reach. Prove it again.'

The glad vision seems in some measure realized as we look into the bright interesting faces of these boys, and see the progress they

bave already made.

It is hoped that some Apache girls may also come. The expenses of these Indians are generously met by the Massachusetts Indian Association.

The course of study for our Indians in the Normal classes is re-

ported by Miss Hyde.

Two of our last year's Middle girls who were promoted to the Senior class have this year availed themselves of the opportunity, kindly given them by Miss Hyde, of teaching at the Whittier and Training Schools and learning something of Kindergarten methods. This has been a most he pful experience.

Three of the girls have been in the tailoring department and

have attended Night School.

There has been very little change this year in the methods and text books used in the Indian classes. One of the Indian teachers has taken a Normal class and one of the Normal teachers an Indian class in pursuance of the plan suggested last year of bringing the de-

partments into closer unity.

Besides the two all day classes, and the First and Second divisions attending school in the morning and working in the afternoon, we have tried the experiment of a little ungraded school in the afternoon for beginners and for those who did not exactly fit into any of the regular classes. These also work half a day. It was a puzzling task to bring order and system out of the mental chaos presented by this class with its wide diversity in age, acquirements and ability, yet the outcome has been very gratifying.

I give a report from the teacher.

"Three grades of work were planned at the outset. The grades ran with varying shades, from the one little lad who came without any English, with very slight, if any, idea of number, reading or writing, up to the boys who have tasted the delights of Fifth Reader literature to the detriment of their knowledge of halves and fourths, and the young man who, from experience in the world of labor, is able to do the work of our highest class in arithmetic but who has an unfortunate leaning towards phonetic spelling.

The small beginner, not content to differ from the other boys, soon scorned the sticks and other objects properly provided for his instruction, and, by some process unknown to any one but himself,

outstripped those a year ahead of him in the race.

The second grade has had drill in numbers under fifteen, with almost daily practice in problem making. In reading, the text book has been the Normal First Reader, which is especially adapted to

grown up children.

The highest grade has worked in numbers up to thirty, with sundry excursions into the realm beyond. They are now using the first book of the Popular Educator Arithmetic with a fair prospect of going through long division by the end of the term. The Normal Second and Third Readers have been the basis of the work in reading, with some supplementary work.

A beginning has been made in written language work, teaching the use of capitals, punctuation and the forms of paragraphs, by daily copying. The knowledge thus gained has been tested by sentence

making and frequent letter-writing.

To prevent the habit of writing cut and dried sentences, and to retain all possible individuality of thought and expression, the letters have never been read or criticised in class. As a result they continue to give natural and naive accounts of every day happenings and the feelings of the writer.

During the latter part of the year, very simple work in geogra-

phy has been attempted.

Flowing in and out around these principal subjects for study, has been a steady stream of conversation. The little school has never been an orderly one, but the nature work, which has been the happiest work of the year, has served as an outlet for the too ready speech of some, and an incentive to the backward utterance of the others."

The boys' industries are reported by Miss Bacon.

The Indian girls have had instruction as usual in house-work, (the care of their own building) in making and mending, washing and ironing their own clothes, and in cooking. Besides the regular cooking classes there has been the Housekeeping Cottage with its lessons in domestic science and table etiquette. A special effort has been made to give the girls of the Indian School practice in bread making.

made to give the girls of the Indian School practice in bread making.

At Winona and the Wigwam an encouraging sign has been the attitude taken by many of the pupils themselves toward things wrong or harmful. The decisions of the Indian Council against drink, the use of tobacco, Indian speaking, etc., have been strong and manly, while the girls at Winona have taken up certain matters, not, to be sure, in the way of discipline, but with the hope of creating public sentiment and arousing mutual helpfulness, and have passed resolutions against unkind speaking, ridicule of each other's mistakes, disrespect to teachers, carelessness of others' comfort, etc.

At the beginning of the year we were confronted with a loss that seemed well nigh irreparable, in the removal to Richmond of Mr. Gravatt, so long one of the Indians' most helpful and most trusted friends. We are very grateful that Rev. Mr. Bryan, who has succeeded him as rector of St. John's, has also succeeded him in warm sympathy,

and earnest, faithful service, for our Indian work.

During his Western trip Mr. Turner was touched by the loyalty shown to Hampton by the returned Indian students, and by the grateful love and tenderness with which they spoke of Gen. Armstrong and what he had done for them.

JOSEPHINE E. RICHARDS.

# Colored Girls' Department.

The girls reported promptly for work and study when school opened in October, the returned students falling readily into place, while more time was devoted to the examination and assigning to work of those who were new to us, the class of which seemed very promising. The greatest number of girls during the year has been 187. The general "weeding out" was done in December and early January, thus giving a fair opportunity for each girl to show of what material she was made. Of those dropped for being unsatisfactory in work, character or scholarship, there were 18 against 22 of last year. A few others were called back home or left for ill health.

There being a smaller class of Middlers compared with former years, due, it may be, to the "hard times," at no time have the girls' rooms been overcrowded as is usually the case during the first three

or four months.

The largest proportion of girls in applying wanted to enter the sewing departments, but so long as the school depends on "student labor" the largest number is need ed in the laundries, and as so many come to us penniless, hoping to "earn their way," they have there the best way of so doing. However, all those who remain during at least two years of the school course have an opportunity to receive instruction in sewing.

Girls of the Night School are assigned to work in the following departments, viz:—the Students' Laundry, the Teachers' Home Laundry, the Special Diet, the Sewing and Tailoring, and the

Dressmaking Departments.

In the first named place is done all the wahing for 573 students exclusive of the 46 Indian girls, who do their own elsewhere. Besides that, is done all the students' bedding, dish towels, boys' work aprons, etc. Some of the work is by machinery and some by hand, and the workers consist of about 36 night girls working from 7 a.m. to 4.30 p. m., assisted by Normal girls, each class coming in one day each week. Under the systematic management of Miss S. M. Howland, the work, so long as time will allow, is personally inspected and instructions are given. She is assisted in the ironing room by one of the matrons, who divides her time between that and her household duties.

The Teachers' Home Laundry, under Miss C. Woodward, does the work for the family of 83 teachers and workers, also all the T. H. bed, table and pantry linen. It is done without machinery by one outside woman, who also acts as a sub-teacher, and 8 night students, assisted by a few girls from the Day School, who take their work

days in that place.
The "Special Diet" Department under Miss Judson, employs 2 girls from Night School as cooks and waitress, assisted by one girl and I boy from the Day Class. Special diet meals are furnished, on orders given by the resident physician, to three hospitals, also to 40 or 50 students who are able to go for them, at the diet dining-room. There are anywhere from 2800 to 5700 meals furnished in a month.

The Sewing and Tailoring Department is under the charge of Miss M. T Galpin. About 14 girls and a few boys are employed in making the school uniforms, the work suits and shirts, and they do the mending and cleaning of clothing for all the boys. The school sewing, such as making of bedding, curtains, towels, etc., is also done there. They also are assisted by the former work-students who are

now in the Day School but take their work day in that place.

The Dressmaking Department has always been a place for the making of dresses for teachers and a few outsiders. Miss Forsythe, assisted by five girls, has done some very nice work. Also 15 girls have received instructions in drafting patterns, cutting, fitting and basting a waist. It is now planned to turn it into a department where girls can take a carefully arranged course in making all their own wearing garments, to have the hours correspond with those of Academic, and to have such girls take it who so desire and who have come up from the Night School; thus having their earnings assist them in paying their board while they are taking the course. In this way the opportunity will be given for a girl to develop any aptitude in advanced dressmaking, in which case she can continue at it.

The evening sewing classes, which receive instructions one evening each week, have been doing very encouraging work. They include all those Junior girls who, as work students, were not in the sewing

departments. Thus every girl in school is taught sewing.

The girls of the Middle class have received instruction in cooking and carpentry. Two lessons of about two hours each week for a

half year, are devoted to each subject. The girls value, and are much interested in, both subjects. While we do not, in the cooking class pretend to train cooks, yet their simple practical instruction aids them towards self-support when necessary. A recent letter from one who is now in the North earning means to continue her studies. says: "I am so glad I took cooking lessons, as they are a great help to me. I want to take them again when I come back if I can."

The "Abby May Home" has had under its care a class of 11 girls younger than would otherwise have been admitted. They have remained there the entire year and will, with one or two exceptions,

return to their own homes during the vacation months.

The plan has been tried this year of having, more than ever before, the Senior girls assist the teachers in personal work among the girls. They very cheerfully met the idea, were willing to room on the less popular corridors; though they usually have had the first choice of rooms, and took up their work with interest. The other girls understood they were "to be obeyed and respected accordingly" and the result has been encouraging. It is hoped the idea will be carried out more and more each year. There have been very few cases of discipline, and a pleasant, cheerful spirit has prevailed throughout the year.

The students' food has been very much improved under the thoughtful management of Mrs. Titlow, and without any additional expense. It has never been so satisfactory as this year, the students having expressed themselves to that effect. We are hoping to get

the new kitchens in time, as they are very much needed.

Before closing, I want to express the appreciation of those who have been benefited by the donations of boxes and barrels from our kind friends in the North. While not as much has been sent to us as in former years, we know that at a time of such widespread suffering throughout the country, just as much and more has been sent out by those friends who are ever ready to "lend a helping hand" or give a garment wherever needed. The donation of bedding has helped to relieve the financial strain, as the needed supply is necessarily great for so large a school. A donation of money from one of Hampton's oldest friends was given for wash stands, and a dozen new ones made on the place will replace a like number of those that have been in use so many years. I wish the old wardrobes could be replaced by simpler and more commodious ones, which also could be made in the School shops.

ELIZABETH CLARK, Lady Principal.

# Review of the Industries for Young Men.

"We believe that when a manual labor system is attempted, it should be carefully adjusted to the demands of scientific and practical education. The question at once arises what this manual labor should be. There are two theories, of which the first is that its entire aim should be to give the means to students of supporting themselves, that a profitable farm on a very large scale should enable a large number of students to support themselves by agriculture, and

that workshops on a large scale for the manufacturing of some simple fabrics' of universal consumption should enable a large number of students to support themselves by mechanical arts; that in both these cases the main theory should be self-supporting industry and not educational industry. The second theory is that the primary object of the manual labor in both departments should be educational; that is, that the work should be first of all done with a view to perfect the student in the best processes and to make him scientifically practically a first class agriculturist and mechanic. While the first of these theories may at times be desirable, the second is essential, and all schools which are destined to be permanently successful, must be founded upon the fact that aid given to them by individuals is not to assist ten, twenty or fifty young people to support themselves, but to enable hundreds of them to obtain a thorough practical and scientific education, in order to develop the resources of the nation. Throughout the South the demand for skilled labor in all departments is imperative, and with proper training that demand can be supplied from the ranks of the colored people. What the Negro needs at once is elementary and industrial education and moral development. The race will succeed or fail as it shall devote itself with energy to agriculture and the mechanic arts, or avoid these pursuits, and its teachers must be inspired with the spirit of hard work and acquainted with the ways that lead to material success."

Thus wrote General Armstrong in outlining the work that Hampton had begun, in a statement ublished in 1876. True as it was then, as the years go by its truth becomes more urgent and insistent. In '76 the generation trained to habitual and skilled labor was still performing the greater part of the work of the South, and the increased demand for labor brought about by the investment of great quantities of Northern capital had hardly begun. But Hampton, first in the field for training of colored teachers for the public schools, was also first in the field for the training of skilled mechanics. Through the wisdom and foresight of her founder, Hampton has led the march of Negro education along two lines, and has clearly demonstrated the need and the possibility of training skilled colored teachers for work in the primary schools of the South, and the need and the possibility of training skilled mechanics to take the placed of the older generation who were trained in slavery. Where Hampton has led others have followed, and no school of any prominence in the South to-day is without its normal and industrial departments, though whether these departments be large or small, prominent or secondary, depends altogether on the strength with which each school's management has grasped the great and crying need of the colored people to-day.

Hampton's industrial work from the start has been along the two lines suggested in the quotation given above. The need of the hour for the young colored men and women left by slavery with nothing but strong muscles accustomed to labor and endowed by freedom with nothing but an eager desire for knowledge, was a school in which, while satisfying the desire, the muscles might be made to contribute to the support of the student and the habits of steady industry learned in slavery for the benefit of the master should be

continued in freedom for the intellectual and moral uplifting of the freedman. Such was the school that General Armstrong founded in 1868, and the problem at first was the comparatively simple one of so arranging the students' work and studies that the work might be made to contribute as largely as possible toward support. A large farm for the boys, an industrial room for the girls, were the two simple means by which the work was begun, and these industries, while educational, inasmuch as they taught thrift, self-dependence and the best ways of doing the work assigned, did not undertake to do anything more than this. The idea of self-support was uppermost at the start, the industrial work of the School was regarded merely as a stepping stone to be used in passing over to certain results. Work for the support of the young men and women who were fitting themselves for teaching in the country schools, and the discipline that work gives were the needs of the hour and these needs were met by General Armstrong before they had even begun to be felt by other other educators. But while a large part of the value of General Armstrong's work lay in its responding to the conditions of the time, an even greater part of its value lay in the fact that the plan was not simply for the present but for the future. Before the public school system of Virginia was started, he had begun the work of preparing teachers who should be able to meet the peculiar conditions that would arise under that system; and before the need of skilled artisans and agriculturists had been felt, either among the white or colored people of the South, the Hampton School had begun to open to its students opportunities for apprenticeship in most of the trades on which our civilization is based. But, with the opening of the trades, a whole new series of complications has arisen, and the question today is, how self-support and thorough education in the mechanic arts can be combined, or whether in a shop where the greater part of the work is done by apprentices, the student can in the latter part of his course pay back to the School the debt that the elementary part of his education has incurred.

That trades must be taught at Hampton and taught to a constantly increasing number of sudents, there is no room for doubt. In the process of building a civilization, it is not enough to have an ignorant, unskilled peasantry, knowing perhaps how to read and write, and nothing more except the steady use of well developed muscle upon land from which they receive for their toil only a bare subsistence, the reward also of the patient mules that ploo before them in the furrow; and to send out, among such a peasantry, teachers, preachers, doctors, lawyers and college professors to serve as models for imitation. To-day, even more than in 1876, are General Armstrong's prophetic words to be observed and pondered. "The race will succeed or fail as it shall devote itself with energy to agriculture and the mechanic arts or avoid those pursuits." What are the signs of the times as shown by census statistics and commented on by thoughtful men in all sections of the country? A rapidly increasing death rate, an immensely disproportionate percentage of criminals, a congestion of Negro population in certain districts in the large cities, and a continual crowding of Negro laborers into a few servile occupations by the more aggressive and better combined whites. In only one section of the United States to-day has the Negro a white man's

chance industrially, and that is in the section commonly regarded as the one in which the disadvantages of the Negro are the greatest. The work of the South is still performed by Negro tenants. Here the Negro's grip on an honest living wrought by hard work and direct production has not been seriously loosened. Only in a few regions where a "boom" in mining property or real estate has made a sudden demand for more labor than could be supplied from the ranks of the Negro population, has white labor been brought in; but, when it does come in and secures a place, we see at once how the Negro is crowded out, and where yesterday he was shoeing horses, laying bricks, building houses, to-day he is doing housework, blacking boots, and lathering chins for a living. What can be done about it? Is it race weakness, race ignorance, or race prejudice that leads to this result? Time alone will show, and when, by a generation or two more of steady work, the ignorance and the prejudice have been lessened, it will be time to lay the entire blame on the inherent weakness of the race. But these facts, if they have any direct bearing on Hampton's work, point out to her, her next and most imperative duty. If Hampton is to save these people among whom she has worked so long, and for whom her founder's life was given, she must bend every energy toward the broadening of her work of industrial education. Endowed as she now is with tools, machinery and shops sufficient for the carrying on of a trade university, with her two rich farms, in a climate where a great variety of produce can be raised, with her fine stock of cattle, horses, and domestic animals of all kinds, she must set her face forward toward the perfecting of her industrial system and to-ward the stirring up of the Negroes, so far as she is able to reach them, to an understanding of the crisis that is upon them as a race. The work that it should take a generation or two to accomplish must be somehow or other crowded into ten or fifteen years. Hampton, through her army of graduates in the field, must preach the gospel of salvation through skilled industry as she never preached it before. She must draw into her shops the intelligent young men whose desire is to help their people. She must teach them that for any man among them there can be no higher or more useful mission than to learn some good trade throughly and to leave Hampton with that trade. and begin, wherever he may settle, to teach to one or two apprentices the handicraft that he has learned, while he makes his own living by its practice. Hampton has many such trade graduates scattered through the South, but if she would do her work while yet there is time she should turn out from her shops every year at least one hundred skilled mechanics. These, with those sent out by Tuskegee, Clark and other schools where a specialty is made of training in the mechanic arts, could, by starting in business for themselves and taking apprentices, by a geometric increase leaven the lump of mechanical ignorance and hold for the Negro the single valuable heritage that slavery left him.

Let us study for a little while the work that Hampton is now doing along these lines; let us see what advances have been made recently, what work is being planned for the coming year, and whether, in the urgent necessity of the times, she is trying to carry forward to greater completeness, the work laid out for her since her foundation.

• The industrial work of the School may be roughly divided into

two kinds, work for self-support, in which the idea of industrial education is incidental, and work in which education is the first object and the support of the student during his apprenticeship must be borne either by himself or by the school. In the first class of industries, work for a year or so is with the avowed object of laying by a balance to be drawn upon later for educational purposes, and the chief education received during the term of service is along the line of regular habits of industry, turift, cleanliness, order, and the general uplift that comes from steady, persistent work for a definite purpose. A year or two of work for self support and for a balance, is bracing to any student, but such work does not tend to solve the industrial problem of the South to any appreciable extent. It does help many an earnest and honest boy to become a ready, handy, generally useful man, but it does not fit him to fil any especial place in our complicated civilization, or prevent his being driven from one kind of work to another by the close competition of other earnest, honest and unskilled laborers. If all that Hampton undertook to do at present were to train teachers for the common schools of Virginia, this work for self-support only would be all that she need give to her students, but from her six hundred and fifty students she sends out yearly about thirty-five graduates with teacher's diplomas, and her work on the rest of her material is mainly industrial. Among these graduates with teachers' diplomas, some few every year are trade graduates as well, and these are in demand and are doing good work as industrial teachers in schools in different parts of the South; but many of our students, on completing their trades, go out without the School's diploma, and many of these who go out from the School are neither trade graduates nor Normal graduates, but have taken only a year or two in the night school, performing labor for self-support, and a year or two in the day school to use up their balances and get what they can from the academic work.

In the assignment of students to work in the various departments of industry, we find that, while with the colored students the idea of self-support is in many cases the chief re-son for doing one kind of work rather than another, with the Indian, whose support is paid by the government, the educational idea must be pushed into the foreground. The work for the Indian is of the nature of wholesome discipline and training to habits of regular industry, as well as for the purpose of providing each Indian when he leaves the school with the knowledge of some honorable occupation by means of which he can earn a living in a civilized community. We thus find a large proportion of the Indians in the various shops. O: the whole number (86,) whose names appear on the books of the school during the current year, (excluding those now at the North) two are janitors, fourteen work on the farm, and the remainder are enrolled as apprentices or workmen in the various shops. Upon the colored students who must work for their own support falls the entire burden of the domestic labor of the School. Out of the 319 colored young men enrolled for the current year, 99 are employed as cooks, waiters, pantry and room boys, orderlies, janitors, etc., 77 work on the farm—either the home farm or at Shellbanks -33 are needed as assistants in the saw mill, and fifteen find employment in the knitting-room, making a total of 224 who choose their employments or are chosen for them with a view mainly to the support of the student and the successful carrying forward of the work of the School. While the work on the farm gives a bright and interested student a fair knowledge of the best agricultural processes, and he goes out at the end of his year a better farmer than he came in, it is not arranged with a special view to the student's education.

Hampton's farm graduates have done and are doing good work already. Tuskegee's farms are under the management of one of them to-day, others are scattered through various parts of the South, but she must send out more who sha'l be missionaries of thrift and economy and comfort, amid the wasteful, squalld farmers who now form the

great majority in this section of the country.

The thirty-five hands in the mill again are chosen rather for their muscular strength than for any other reason. They must handle the great logs that come in from the North Carolina canals, and the chief educational value of their work is in the fact that "they learn to hop around some," as I was told by one familiar with the work and its results. The knitting room, too, which supports 16 boys, does not undertake to teach a trade or anything that will be of special value to the student when he goes out into the world, except a little care in the management and adjustment of a rather delicate machine, a thing that can be learned in three months if it can be learned at all, leaving the student for the rest of the year very little chance for developing his mehtal, moral or physical powers through his work, but giving him a credit balance with which to go on with his studies,

We have left now as trade studen's 95 colored boys out of our total number of 319. Add to these the 70 Indians and we find 165 stu-

dents are being educated in the trades.

In the course of our study of trades we have visited every shop on the School grounds and propounded to every manager a series of questions. At the risk of writing rather too prolonged a disquisition on the subject, we submit the following result of our investigations.

The General Carpenter Shop of the Huntington Industrial Works has now on its roll sixteen students. Of these, thirteen are colored apprentices working six days in the week and attending night school; two are colored students who have taken their trade and are in the Normal school, working in the shop two days in the week; one is an Indian apprentice giving two days to his trade and four to school. The trades taught are carpentering, cabinet making, and carving, with the necessary draughting for each trade; and the turning, scrollsawing and the wood-working-machine trades. In a three years apprenticeship, a bright student should be able to learn one bench trade and one or two machines. Mr. Hartelius, the manager of this department, in response to the question whether the students in his department expect to make a living by what they learn in the shops is quite sure that that is their aim. To his certain knowledge it is the aim of several to start country shops, and teach the trade to others. This department plans to give certificates hereafter to its trade graduates. Its record of graduates in the past is good. One is now at Tuskegee in charge of the carpentering department there; two are at work in responsible positions in different parts of the shop that trained them; others have made good names for themselves as teachers of their trades in different parts of the South. The product of the student labor competes with that of other labor in the market and is as good as any, but the department does not pay its own expenses. Questions in regard to the reasons for this deficit elicit the fact that while the apprentice labor is of good character, docile, industrious and orderly, a greater variety of material is needed for the proper training of the students and for meeting the demand of the markets which Mr. Hartelius hopes to secure. The yellow, pine, which is the principal material now in use in the shop, is not capable of such nice working or so fine a finish as some other woods, nor is it so fashionable as an interior finish for handsome houses as many other woods. The situation of Hampton as regards market for the work is exceptionally good, there being easy and frequent communication by water with Norfolk, Baltimore, Washington, New York and Boston. The plant is large enough, were a good market once opened up for the product, to keep two hundred men and boys employed.

The Carpenter and Repair Shop, under the care of Mr. Sugden does not look outside to any great extent for its market, but attends to the carpenter work and repairs needed on the School grounds. During the past year this department has put up two small buildings for the Dixie Hospital, has built the new hot-houses needed for the Greenhouse Department, has done all needed repairs on the place and made a certain amount of furniture for the school and also for outside trade. Seven colored apprentices are at work here six days in the week, two colored trade graduates now in the Normal School work two days, and three Indians give six half days of work. trade of joiner and carpenter is taught in an apprenticeship of three years of six days a week. No special course of study has yet been formulated, but Mr. Sugden gives a class lesson or talk once a week for an hour or so, finding blackboard sketches very helpful. Each student when he graduates from his trade is supposed to know how to frame and erect any ordinary small wooden building. Mr Sugden thinks that most of his students means to work at their trade when they go out; he also thinks that a trade certificate given at the end of the course to successful and thorough students would be of value. He gives me, as a sample of openings awaiting graduates from his department, a letter written by one of his boys who has just gone home to begin work as a carpenter. We quote his experience as worth noticing. "When I first came here the man that wanted me to work with him was not here. I was very much disappointed, but nevertheless where there is a will there is a way. I did not wait for him. I went to work for myself repairing our house, and by doing so I found I did not need this man. Before I got through at home, it seemed like every person wanted me to do work for them. I went on from that up. Now I have all that I can do, I have got in with a white gentleman who is running a planing machine shop. He is very kind to me. Sometimes I am called on to help him, which at the same . time is a help to me. He thinks I know a great deal about the machine, but I told him I did not know much, but he says he knows those fellows who do not know anything. I have all the work I can do at present, but the prospects are well open for the future. I have two houses at work on now. I have one partly finished, I will send, you the drawings just as soon as they are finished. Times are hard but I don't know it.

"I hope I can get back to Hampton just one more time. I don't want to stay, but to see how things are and to tell you how cold this world is for a young carpenter who does not know his business. Tell the boys it's hard and if they expect to make workmen they certainly must be interested in the work, because they will not have you to instruct them all the time."

Here follow some suggestions showing just how the coldness of the world has struck our young carpenter. He finds the figuring out of specifications difficult and he hopes that the other boys will benefit by his present difficulties and have a more thorough course of

trade arithmetic.

The prices asked and received for the work of this shop are the full market prices, but the shop shows a deficit. Mr. Sugden accounts for this deficit by the unskilled labor and the time that must be taken for oversight and Instruction. The shop supports itself and pays the wag is of its apprentices but does not pay the instructor's salary. More apprentices could be taken, but not without greatly increasing the loss of the shop, if the apprentices are to be paid wages.

The Paint Shop, under Mr. LaCrosse, reports six colored apprentices working six days in the week, twelve Indians working six halfdays, and six Indians working two days. In the three years' apprenticeship the colored students are given the full trade, but the Indian, giving only a half day's work when the Negro gives a whole day, though he receives the same instruction, has so much less practice that he does not acquire the same knowledge of the trade. More time than usual has been spent by Mr. LaCrosse this year in instruction, and a graded three years' course of study has been planned for the future, culminating in the last year with the fine work on carriages, interior decoration, gilding, lettering, bronzing, etc. A thorough knowledge of the qualities of different kinds of paints, materials used in their manufacture, etc., will be expected of each student before he leaves the shop, and weekly talks on the theory of the trade will be given the apprentices in classes. A certificate will be given to each student who satisfactorily completes the course. Mr. LaCrosse speaks of one trade graduate, now in Washington, who has a shop of his own and a good business. Others there undoubtedly are in different parts of the country at work at their trades, but their whereabout is not known. The work of the shop commands good prices; for their carriage work, a better price is paid than at other shops in the vicinity because the work is better. The shop has always been carried on at a profit, and shows a credit balance on the books of the School. A recent lowering of charges to the School for work done in this department will probably result in making the paint shop co ne out about even at the end of the year. Mr. LaCrosse thinks that better financial results might appear if his apprentices had a greater desire to master the trade. Mr. LaCrosse could take six more apprentices to teach immediately if he could get them, at an advantage to his department.

The Harness Shop, under Mr. Wm. H. Gaddis, employs at present two colored apprentices working six days in the week, one colored journeyman trained in the shop, who works two days in the week, one Indian apprentice working six half-days, one Indian working

two days in the week. The term of apprenticeship is three years. The first year of the work is devoted mainly to acquiring skill in making threads, using the awl, stitching and repair work. In the second year, fitting and the use of patterns is taught. In the third year, the making of gig and express saddles, the cutting of patterns and general practice in all kinds of work, completes the student's training, and when he graduates from the trade he has learned erough to set up a shop for himself. A certificate on the completion of the apprenticeship will be given in the future, and Mr. Gaddis believes that it will serve both as an incentive in the shep and as a help in beginning work at the trade in going out. Mr. Gaddis, himself a graduate of this department, reports one of his trade graduates as now rur ning a shop of his own in Lynchburg. The Harness Shop finishes every year more work than can be disposed of. It has this year filled many orders for fine harness, but the cheapest grade of harness, handmade for practice for the apprentices, cannot compete with the machine-made at the same price, and there is an accumulation of finished stock of this character that should be cleared off. The shop shows a small debit balance. The outfit of tools for hand work is complete and ample, and Mr. Gaddis does not believe in the introduction of any machinery, as he thinks that it would take away from the educational value of the apprentices' training. No more apprentices could be taken in this shop without financial loss, unless in some way a demand can be created for the cheaper grade of hand-work done by the students in the beginning of their course.

The Shoe Shop, under Mr. J. E. Smith, employs three colored apprentices working on full time, one Indian working half time, and one colored student who has finished his trade and who now works two days of the week while he is taking his course in the Normal School. Mr. Smith aims to turn out his apprentices, after their three years course, complete shoe makers, knowing how to cut and fit and put together shees of every quality. Most of his apprentices intend to earn their living by their trade when they have finished it. Smith speaks of two of his graduates, one of whom has a shop in Philadelphia, and the other is an instructor in shoe making in a trade school in Maryland, another has set up in business for himself in Hampton. There is no lack of demand for the product of this shop, as the making and repairing of shoes for the students furnishes a large market close at hand. Outside orders are also taken and filled satisfacterily to both parties. This shop shows on the books of the School a cred t balance. It needs more apprentices; could take three more at once at an advantage to the shop.

The Printing Office, under Mr. C. W. Betts, has seven colored apprentices working full time, two colored Normal school boys who have taken their trade in the shop and now work two days in the week; and five Indians working two days in the week. In the complete apprenticeship of four years, students learn the whole printing business and graduate, if they do well, as, "good all round printers." The Indians, working less time and fewer years at the trade, learn composition only. The colored students, and many of the Indians, expect to make their living by their trade. Mr. Betts has given, to satisfactory graduates, letters of recommendation,

but thinks that a certificate bearing the name and authority of the School might be of greater value. One graduate of this department has charge of the printing office at Tuskegee, and Mr. Betts speaks of one who has an office of his own in Washington. Four Indians also are supporting themselves in the North and West by their trades, The Printing Office shows a small deficit for the past nine months. Mr. Betts lays this loss to the interruptions to which students are subject and thinks he could teach more full-time apprentices, if it were not for the students who work only two days a week in the shop

The Pierce Machine Shop, Mr. Geo. W. King in charge, is a term that covers three distinct departments of labor and employs, alltogether, fourteen colored and ten Indian students. Three distinct trades are taught: blacksmithing, wheelwrighting, and the trade of the machinist. The two former courses cover a three years apprenticeship; the latter takes four years. The work is mainly individual, and class teaching is not regarded as likely to be especially useful in this department. The students, as a rule, in learning their trades, expect to depend upon them for a living when they go out. Mr. King reports one of his graduates, just gone out, who has found work in the Newport News dock-yard, in competition with white labor and is holding his place while many other laborers have been turned off. The wheelwright and blacksmith shops have this year made and sold at the market price, 1800 wheelbarrows and 100 farm carts, besides other finished work of different kinds. This department shows a considerable deficit on the books of the School, for nine months ending March 31st, '94. This deficit is accounted for by Mr. King by the time lost by the apprentices and foremen in learning and teaching, by the waste of material that comes through so large a proportion of unskilled labor, and by the distance from the markets for the products of the shops. It is Mr. King's intention by a re-arranging of these shops to take 35 apprentices another year.

The Engineering Department, under Mr. G. Vaiden, employs six apprentices on full time. The object of this department is not purely educational, as it furnishes steam for heating and cooking, and gas for lighting the buildings, as well as power for running the engines of the other industrial departments. It is therefore well to notice that the only expense incurred in educating engineers is the difference between the expense of running the department with skilled or apprentice labor, and this is an expense that cannot be calculated with the data on hand. With the apprentices who enter the trade, however, the thought is, or should be, education, and in a three years' course they may learn gas fitting and steam fitting or engineering. At these trades, they expect to work when they go out. Mr. Vaiden could not instruct any more apprentices in the engineering, gas and steam fitting trades but could keep one student in training all the time as a fireman, could he find young men anxious to learn that business.

The Sewing and Tailoring Department employs, for the most part, girls; but, under the instruction of Mr. Jesse Williams, three boys, all colored, are now learning the tailoring trade. In the course of the three years apprenticeship, the principles involved in cutting, making, cleaning and repairing, are taught in a series of well graded steps

Girls are given a two years' course in shirt-making and tailoring; but this course does not include the cutting of men's clothing; only the sewing and finishing. As a rule, the boys expect to make tailoring their business when they go out; the girls take it merely to aid them in their vacation times after they have begun their work as teachers. Miss Galpin and Mr. Williams speak with interest of a number of young men and women, trained in this department, who have done and are doing good work in teaching what they have learned to others. One Hawaiian young man who learned his trade here is now teaching in the Kamehameha School at Honolulu. Mr. Williams himself is a graduate of this department. The product of this shop is taken up as fast as finished, by the School's demand. All the uniforms needed by the students are made here, and a few outside orders are taken, for which full prices for custom made work are receiv-This department has a credit balance on the books for the past nine months; the largest credit made by any industrial department. Two more young men might be taken as apprentices in this trade without increased expense to the department except the wages paid.

The Farm Shops, (Wheelwright and Blacksmith), under the charge of Mr. Corson, have now twelve colored apprentices, three wheelwrights and nine blacksmiths, learning the trade, two colored Normal-school boys working two days in the week, one Indian working six half-days and one Indian working two days. The course covers four years: three years of full time work, and one year in which the student works two days in the week. At the end of that time he should be an expert wheelwright or blacksmith. Mr. Corson does not know whether his apprentices expect to depend on their trade for a living. He gives to those who leave his shop, letters of recommendation if they have satisfactorily completed their course. He knows some who are working at their trades and doing good work. Tusk-gee's wheelwright shop is now superintended by a graduate of this shop. Mr. Corson has all the custom work he can do at full market prices, but the shop does not pay expenses, showing a deficit for the past nine months. Mr. Corson thinks that the main part of the deficit is to be laid to the time lost by the workers in learning and teaching the trade. A few more apprentices could be received without increasing the expense, he believes.

The Greenhouse and Agricultural Experiment Department, has now three apprentices who are learning agriculture as a regular business, working six days in the week and receiving class lessons five days in the week, the course to extend over three years. The subjects to be given special study this summer are, the treating of fruit trees for diseases and insects, the care of a kitchen garden, with study of different types of vegetables and different varieties of the same vegetable with careful test of their peculiarities, also the study of roots of different kinds of farm crops. This department does not as yet pay its own expenses, showing a deficit for the past nine months, but it is shoped that in another year the sale of plants and cut flowers from the greenhouse, which has been recently enlarged, will result in self-support for the department. Its products and labor are sold, at a little below the actual market price, in this vicinity. The chief dis-

advantage from a financial point of view seems to be that there is not enough work to keep the students busy and yet they are paid full wages for their time. More apprentices could be taken and instructed, were it not for the fact that more wages would mean greater expense.

This closes the list of Hampton's industries for education in the mechanic arts, and shows how complete her outfit is for broader and better work along the line in which she has has already done so much. Along this line she has always led from the beginning; let her feel the responsibility of retaining that leadership by recognizing and preparing for the hard fight that must be fought in the future —that has even now begun—to retain the industrial opportunity of the Negroes in the South.

ALICE M. BACON.

## Course in Agricultural Science,

The two courses in Scientific Agriculture have been carried on

with progress, this year.

The boys of the Junior and Middle Normal classes have been instructed in the required course by Mr. Tucker and myself. More ground has been covered this year than last, and that more thoroughly; owing. I think, to a better grading of the classes and an increasing interest in the subject on the part of the pupils.

Gulley's 'First Lessons in Agriculture" has been introduced as a text-book. This book has served merely as an outline, the subjects taken up having been enlarged on, more or less, according to their im-

The work, up to the present time, has been confined to the study of the formation and composition of the soil, the structure and composition of plants, drainage, preparation of the soil for the crop, aftercultivation of the crop, etc. During the remainder of the term, fertilizers, rotation of crops and the cultivation of special crops will be studied.

In the Elective Course, started last fall, the class-toom work has been confined largely to botary and elementary chemistry. The boys taking this course spend most of the day doing practical work in the

greenhouse, in the garden and on the lawn.

A class of girls, in charge of Mrs. Goodrich, has come to the greenhouse at stated times during the latter part of the winter and early spring, for instruction in the prop gation, transplanting and preparation of plants for their flower garden, which they will cultivate during the summer.

An experiment garden has been started this spring. The object of this garden is to give the pupils an introduction to the various types and varieties of vegetables, their habits of growth and methods of

culture.

A comparative test of the varieties of certain vegetables with reference to earliness, productiveness, quality, etc., will also be carried on during the summer.

A series of experiments in the prevention of injury to fruit trees by

fungus diseases and insects, has been started.

Some experiments on roots will be carried on during the summer, for the purpose of studying the habits and extent of root growth of some of the common farm plants, and also for the purpose of pre-

paring some permanent specimens for the class room.

The new greenhouse mentioned in the last report has been constructed, on approved modern plans, and has already proved to be of great benefit to the department. The benefits of this house will increase as it gradually becomes better equipped with apparatus for scientific work.

Some of the needs of the department are as follows:

We need a recitation room devoted to agriculture: a room to be used not merely for the holding of recitations but also as a place for the accumulation and preservation of illustrative material, specimens, models, books of reference, charts etc.

For class room work, we need more illustrative material in the way of botanical specimens, material representing the more important plant constituents and their most common sources, collections of feeding stuffs and fertilizers, charts, models, apparatus, etc. Part of these can and will be prepared by the pupils.

For field work, the department should have more land. The students of the required course, who have heretofore received nothing but theory and principles, have begun to ask for practice in

the use of farm tools.

A piece of ground should be set aside as a place for practice work in the use of these tools and the cultivation of crops, where each student of the required course might have an hour or two of practice each week.

Our present experiment ground is too irregular in shape and surface; too varied in character of soil for the amount of space, and too

limited it space for sa isfactory and accurate experiment work.

Sufficient land should be provided to illustrate, as nearly as possible, every principle laid down or discussed in the class room, and for the carrying on of comparative tests of fertilizers, varieties of fruits, vegetables, and farm crops, also for the illustration of various systems of rotation, etc., etc.

The piece of ground now in use as experiment ground can be used

for a kirchen garden.

This department acknowledges a donation of twenty dollars from the Stockbridge Congregational Sunday School. A part of this sum has been expended in the purchase of a Nixon Climax Sprayer.

C. L. GOODRICH.

# Course in Manual Training

In the Technical Room, 115 boys from the day classes (with a few exceptions those whe have not worked at any mechanical trade) have been pursuing a course of exercises in wood work since the middle of January.

They are divided into nine classes, each class coming once a week for two hours.

Up to the present, they have been kept at the processes of planing, laying out and sawing, and have on the whole made fair progress, considering the disadvantage of a week's interval between exercises, during which they unavoidably lose much of their touch with tools.

Not much effort has been made to bring out the mental side of the training, except as it has come incidentally with hand practice.

Though, occasionally, some article of use may be produced, so far as it gives the best practice to the student, it is designed to limit the exercises for the most part to practice in the elementary principles of wood work.

Since the first of March, twenty-five girls (Middlers) have been taking exercises in wood work, coming in two divisions, each division

twice a week for one hour.

They seem to be making a good beginning in handling tools and

making joints, several having already done remarkably well.

The plan of work is somewhat different from that of the boys, less of the muscular being expected, and the exercises being planned with more direct reference to utility in a few lines.

Also there have been since the beginning of the year, under the special charge of Mr. Spennie, eighteen Indian boys, three from the Normal and fifteen from the Indian School, spending variously from one day a week to five or six half days.

Their work has been wholly on the construction of such articles as picture frames, tables, desks, etc., carving entering largely into the various pieces. I wo or three have been engaged largely in wood turning, on the same general plan.

Those with an aptness for tools have, in some cases, done well,

producing articles which are commendable.

Some do not care much for such work. With such, as well as with some others, it is difficult to secure good work and keep up a proper standard of excellence.

It seemed best to continue this plan this year, inasmuch as it was already in operation. If the Indian school boys are to be continued on a separate basis, as is probably desirable, I believe it would be better to begin with simple practice exercises, taking up the construction of articles later, and only as there is a fitness for it on the part of the student.

It seems to me if articles are to be constructed, the standard of workmanship should be kept high, that the boys may see that there is something to work up to, as cannot well be when they are to be turned into such work indiscriminately.

Fancy articles made for sale afford some practice, and it seems desirable to continue to off r such to visitors and others, but they should be the results of acquired skill rather than exhibitions of attempts at skill which the boys do not possess.

Poor workmanship ought not to be accepted, much less sold,

both the student and the school suffering thereby.

With regard to day class boys, I would recommend for another year, or as soon as it can all be put into operation, a course of manual training exercises, or practice work with tools, to run parallel

with the Academic course; the two touching each other at every practicable point, and each, in a measure, to be the complement of the other; this course is to cover the elementary principles of wood work, including bench work, wood-turning, pattern work, wood-carving and wood-finishing; metal work, including forging, iron machine work, sheet metal work, (and, possibly, foundry work), and the principles of both architectural and machine drawing.

This would naturally call for more instructors and more time.

An hour and a half daily, five days in the week, for each class of exercises is perhaps as good an arrangement as could be made; the

classes alternating with those in the Academic.

The purpose of the course would be to open the minds of the students in as many directions as possible, as well as to give a varied and reasonable degree of skill, and it should be required as a part of the general education of the student, as the course in the Academic now is, without special reference to the particular bent of his mind.

Later, the choice of and encouragement in a specialty would be

very desirable and it could be selected with intelligence.

It seems to me that the preceding, together with the Academic course, is none too much to be expected of graduates from the general course of Hampton Institute.

If these same boys could be given during this time a systematic course in the elementary principles of land culture by actual practice or experimental work in short, daily exercises, as in mechanics. I believe it would be a most excellent move, and that the boys thus trained would show an "all round" development and general intelligence which is very desirable, and which could not be secured through any set trade in connection with the academic course. That after this they would make better tradesmen, or teachers, or anything, goes without saying. The question of time is only to be settled by taking time to do the best thing; the question of expense likewise.

As to the kirls, I would recommend that they take, as heretofore, a limited course in wood work; coming as often and for the same length of time each day as the boys; the course to be more after the

plan of the Sloyd system than that of the boys.

A skilled lady instructor would be best I think.

Possibly some mechanical drawing might be added, but I do not think it would be wise to pursue anything mechanical to the extent of infringing upon a thorough system of training in domestic lines, and a fair showing of garden work.

As to the boys in the Indian School, I think a graded system of exercises in connection with their other work would be d sirable, but. I have not examined the case sufficiently to form a definite plan.

C. C. TUCKER.

# Social Life at Hampton.

A careful study of the students' daily time-table reveals very few chances for idle hands. Perhaps that is the reason why no chlorine gas is given here at class suppers, or red paint administered where it is not wanted. No hazing has been known in the school since it was

started. Sometimes newcomers are greeted as they first march into the dining-room with the scaly epithet of Fresh Fish, but even this is

now sternly frowned upon by the more advanced students.

In no way is the progress of the Negro and Indian races more clearly shown in this school than by the improvement in the tone of the scholars' intercourse with each other and with their teachers. Some years ago, different classes formed as many cliques; new the lower sections speak very warmly of the friendliness and help of Middlers and Seniors. The older girls realize, as never before, their opportunities for guiding the younger students, and have, this year, appointed a committee to consider various details of school life, to make suggestions, and, when necessary, to give warnings. This committee has done excellent work. It has, for example, brought before the girls the evils of untruthfulness, unkind gossip, and untidiness, both by public resolutions, and by private talks, and has been of great help in the discipline of the girls. The increasing refinement of bearing is shown too, in the Saturday evening amusements. Many of the noisier games in vogue ten years ago, have given way to such diversions, as. "Literary Salads," "Crambo, "guessing of historical characters, and Twenty Questions. Stiffness and ennui are unknown at Hampton merry-makings, so that the duty of entertaining is a very pleasant one for the teachers.

A tour around the grounds on Saturday evening is quite interesting. The Indian boys and girls are often, at times, in Wincha Lodge, taking part in tableaux and recitations, or playing checkers and marching through "Dan Tucker." The Recreation Roc m in the rear of the Mansion House, would next show the visitor some section of boys and girls, looking at pictures, guessing riddles, blowing out the candle, and having what they call "a grand time." The girls not invited out, often gather in various rooms of Virginia Hall, when sounds of talk and laughter pervade the whole building. At Academic Hall, the Lincoln Lyceum League, and the Normal School Debating Society coax into bloom the latent buds of oratorical genius. Sometimes three societies unite in giving a general entertainment to which the girls are invited. The subjects discussed show the line of thought in the school. A list of the debates held during the year shows the following resolves—

"Resolved, That the works of nature are more beautiful to behold

than the works of man.

Resolved, That the co-education of the sexes is more beneficial than separate education.

Resolved, That this administration has caused more change of

political feeling than any other.

Resolved, That Ireland should be annexed to the United States.

Resolved, That the 15th and 16th centuries did more for the general enlightenment of the world than any century since.

Resolved, That General Armstrong did more for the Negro than

Abraham Lincoln.'

Each class forms a society holding weekly meetings. These give a chance for acquaintance between members of different sections of the same class. They also help the student to gain confidence in speaking, or reading in public, and in thinking to the point. The girls take part in these exercises and in debates, and generally acquit them-

selves as well as their brothers. Great gain in power of thought and means of expression can be noticed here too, as the years go on.

The public holidays are passed in various ways according to season and weather. Colored and Indian nines then play foot-ball and base-ball. The young men sometimes have at letic games on the lawn in front of Virginia Hall, when the tugs of war, hurdle races, and potato picking contests are greatly applauded by the girls. Mock Congresses, or literary and musical exercises, often take up part of the afternoon. There is always an hour when the girls can receive calls from the boys, and this is not the least pleasant part of the holiday. It generally comes to an end with the large sociable in the Gymnasium, where talking and marching are the chief occupations. Nor must the cake-walk be forgotten, with its inspiration to erect, soldierly bearing and a graceful step. The programme may be varied by a stereopticon lecture, a concert, or the Senior class annual entersoldierly bearing and a graceful step. tainment. No minute of the precious free day is lost, and taps at ten o'clock give a welcome suggestion of rest and sleep,

In such a large school it is always difficult for the teachers to obtain that intimate personal acquaintance with the pupils, which, in smaller schools, is often such a powerful means of influence on the character of the young. Eich teacher, however, comes to know quite well the girls of her King's Daughters' Circle, or Ten. During the winter months the weekly period of meeting is used for sewing for the

poor, or for the Christmas boxes.

This year an exhibition was given in Winona Lodge, on Dec. 15th, of the articles made by the girls; where the army of dolls, the dozens of scrap books, the numerous bags, dusters and pin-balls, testified to the busy fingers and the warm hearts of the donors. Boxes were sent to many Hampton workers in the West and South, both Indian and colored girls uniting their gifts in the box dispatched to Miss Georgie Washington, Mr. Meig's School, Alabama.

Many little outings are taken by the Tens not possible for larger

numbers.

The appreciation of the Ten organizations is shown by the number of circles started by the graduate teachers. Their letters often testify that the m thods of entertaining, and the games, learned while in the Hampton Tens, give them great power for good over their scholars.

The boys are well looked out for by the Y. M. C. A. (reported more fully elsewhere). Special efforts are made at the beginning of the year to welcome and interest the new students. The committees of the flourishing Christian Endeavor Societies also look out for the bovs Perhaps in no school is greater kindness shown to new stu-

dents by the upper classes than here.

The Indians have a little more leisure than the other students. If the Wigwam tenants do not turn out great manipulators of the trombone and cornet, it certainly is not for want of practice. checkers, dominoes and parchesi in Miss Semple's sitting room, are much in demand after school hours, while the organ is kept hard at work. No Trappist ideas of silence would ever prevail here ball and the usual boyish sports are vigorously carried on out-doors. The Wigwam record must also mention the Sunday evening sings with their softening, homelike influence.

The Indian girls show great fondness for out door life; croquet, tennis, and rowing are within their reach in pleasant weather. After dark the piano comes into use, a story book is finished, or hide-and-seek gives an outlet for lively spirits, otherwise sure to reach the

explosive point in study hour.

Though the social life described may seem simple and spiritless, though the feasts are never graced by costly china and expensive viands, though the chardes or pantomimes develop canton flannel and creton costumes in the place of silks and satins, though in everything, except good work, we may be behind the latest styles—yet, if real friendship, gayety, and development of character are tests of good society, Hampton tried in such balances is not found wanting

The following extracts are taken from compositions of the stu-

dents on Life at Hampton.

"We are glad that we are so placed as to be so near each other. The friendship between the different classes is very marked. With classes of other sections, they are as kind and helpful to those of lower sections, as can be. It is so pleasant to see the Seniors take a group of girls and read to them some kind story so in that way all of the girls are helped as well as amused."

(A Junior Girl).

"You must not get the idea that Hampton is a dull place, where you see nothing but boys and girls bending over piles of books and cramming as much as possible into their heads, for it is not so. We go to school four days in the week, and try to get something into our heads, and I don't think it would harm us in the least to get a little more than we do.

Our ten is called the Amicitia Ten. We make scrapbooks, penwipers, candy bags, aprons, tidies; school bags, underclothing; dress dolls and such things to send away in Christmas boxes. Once every year the boys help us in sewing, and making scrap books or the easier things, and they prove themselves quite skillful with the needle, especially in getting pricked. This ringlet we cal: the work ringlet. (Indian girl of Middle Class).

"I have enjoyed my work as well as play, because I feel and know that it will help me. Hampton is a good school for any honest and earnest student who has a desire to make her or himself anything.

I am not one-third as smart as I want to be; still I have been ben-

efied in many ways.

When I came here as a stranger, all the students whom I met treated me just as kind as they could. I was very much surprised. I thought most of them would treat me cool, and not make it pleasant for me. But I found it quite different. I came on Saturday, and the teachers came in the parlor and talked to me. I felt at home then and ever since.

(Junior Girl, colored).

It puzzles one to find out which is the most interesting and enjoyable part of the Hampton Life. Were you to ask the boys, their answer would be, "the Debating Societies." If the girls were asked

they would say "the Tens." If you went further and asked the teach ers, I have no doubt that their answer would be, "seeing the students

enjoying themselves."

"When one has but a few hours to spend at Hampton, the dining room is the best place for getting the best picture of Hampton's home life in the shortest time. The practicality of studying physiology is at once illustrated in the cheerful faces and easy conversations one sees and hears on every side."

(Middle Girl).

We are proud to say that hardly a trace of class distinction, not at all uncommon in most schools where so many different grades of scholars are associated together, is perceptible among us. It is true that many new students on entering the night school feel that they ought not to associate with their fellow schoolmates in higher grades in the day school, but the kind and friendly treatment they receive from the latter soon convinces the former that they are mistaken. The social equality of the students of the day and night schools, irrespective of class, is undoubtedly due to the religious training received here.

Our friendship with the Indian students is mutual. Quarrels between the boys of different races are very rarely heard of. We frequently play a match game of base ball, and occasionally a game of foot ball with them, each party taking its victory modestly, or its de-

feat manfully.

Scarcely a month passes but we have the opportunity of gathering to hear some great man speak, who has either come by special invitation, or who is a passing visitor. We are greatly benefited by the interesting lectures on travel, or history, and by the words of encouragement and advice we receive from these great people, whose friendship and sympathy are with us, and we greatly enjoy and appreciate such addresses."

(Junior Boy).

(This appreciation of words spoken by friendly visitors is found in almost every paper, and shows the value to our students of such addresses)

"On rainy days the young men may be seen escorting the young ladies to and from school, but as this privilege is restricted to rainy

days, the students very naturally prefer rain to sunshine.

The entertainments in the Gymnasium are usually concluded by the Master of Ceremonies for the evening, announcing 'Virginia Hall March,' which means that every young gentleman that has been fortunate enough to secure a young lady's company to the Hall should carry out his engagement in this particular."

(Middle Boy).

"Winona Hall is large enough to hold all of us(Indians), where all

the socials and entertainments are held.

It has some pictures, a book-case with many good books for the girls, and a piano on which some of the girls take lessons, or it is used at socials when marching or playing games. The boys are allowed to visit every other Saturday night.

Our front yard is one of our prides; it contains flower beds with many kinds of flowers, a tennis court and a croquet ground where the

girls enjoy themselves in pleasant weather.

A committee consisting of a member from each class was organized some time ago. The committee calls all the girls together occasionally in the Assembly Room for meetings, and resolutions are made and are carried out, which is a great improvement in Winona."

(Girl of Indian Class—Advanced A.)

"I think it's very nice thing to go to such a school as this. You will learn to be anything you want, all kinds of trades, and learn to be polite when you go to these social gatherings, it learns you to be kind and gentle to each other."

(Indian Boy-Advanced A).

As these extracts give the life here from the students' standpoint, they prove, more conclusively than teachers' words, the worth of work at Hampton.

MARY R. HAMLIN.

### Report on Graduates and ex-Students.

Of the 345 names now on my list, 740 are full graduates, the remainder, being members of Senior classes who left for one reason or another before graduation, and others who have been connected with the school for a longer or shorter period.

To all of these, so far as I could learn their addresses, my annual letter was sent last fall, and I have had replies from between 150 and

160.

Miss Bellows, in charge of reading matter for graduates, has doubtless heard from many others, so that what seems at first like a very small return in the way of letters, is not so small as it may appear.

It is impossible to a certain the address of some, and letters sent out at a venture, are frequently returned "unclaimed." Between twenty and thirty have come back to me in this way this year.

Of those from whom I have heard directly, 110 were teaching at the time of writing, or were exp cting shortly to open their schools,

Four were teaching and preaching, one of them being pastor of three churches, and one, the Rev. James Russell, of Lawrenceville, Va., having recently been made Archiescon.

Three others are settled over churches, two of them reporting

large additions to their membership during the year.

One of the early graduates, class of '73 is still employed by the Southern Presbytery as a S. S. Missionary in Virginia, and finds "many opportunities to do good. "He has recently had help from a generous friend in New York City, "to repair and fit up a house for a Sunday School, situated among very ignorant and wicked people."

A graduate of '85 is studying Divinity at Yale, another, of '87, is pursuing the same course at Richmond Theol, College, and a third.

class of '90, at Oberlin.

Mr. Geo. W. Brandom, class of '82, has combined the work of a colporteur of the American Tract Society with that of visiting our graduates, and encouraging them in their work, under the direction

of Rev. Mr. Turner, head of the Missionary Department of the school, One of my correspondents was "about to enter the Bar" and applied for old Law Books. Another is a lawyer in Norfolk, and a third is studying law in an evening school in New York city.

Lincoln University and the Leonard Medical College of Shaw

University, has, each, one of our boys.

One of our later graduates has been employed for the last three years by the Commercial Cable Co. of New York. He has wisely taken to himself this year, a wife, who "makes home very happy."

Several of our graduates living in North Carolina and Georgia,

suffered from the cyclones and yellow fever scourge last fall.

Three attacks of "Yellow Jack" in one season seem almost too much for one poor mortal to stand, and yet that is the report in one of my letters, and, besides having it himself, his wife and two children also suffered.

Mrs, Julia (Gibbs) Stevens of the class of '71, the first class, wrote of the dire distress on St, John's and other of the Sea Islands, after

the cyclones.

Although their own loss had been heavy, she and her husband

were trying to hel others who had lost everything.

Two of our brave, self-denying girls have gone down into the "Black Belt" of Alabama this year; one as a helper to Misses Thorn and Dillingham at Calhoun, and the other to start an independent school at Mt Meigs. Their reports of the work, and of the eagerness of the people to have their children taught, are most interesting.

Portia S. at Calhoun, has charge of the laundry work and cooking class and is trying "to train the mothers and wives to keep house She says of Calhoun, that "though she is called with economy." Hampton's infant child, she has an old head on a young shoulder, and is doing an old child's work." She closes her letter thus, never shall forget the last time when General Armstrong talked to us. and his subject was 'Blessed be drudgery.' I can hear him now."

The new Virginia Collegiate and Industrial Institute at Lynchburg was opened in the fall, with Mr. Frank Trigg, one of our well known gradu ites, as Principal, and one of our young women, class of

'88, in the responsible position of matron and teacher.

The spirit which animates many of our girls is well shown by the following extract from one of my letters: "This is not a bright place at all. No teacher nearer than three miles. I entertain myself with my school duties, read and sew. The loneliness makes me dissatisfied at times. But when I look around in my poor school house at my little tots, this thought comes to me, Some one has it to do, and why not you?' Then I resolve and take fresh courage, and then I'll find myself interested in some little class."

In addition to those already mentioned, 4 report themselves as unable to teach or work on account of ill health, 2 are engaged in domestic service, 4 are home making, 1 is a trained nurse, 1 organist and music teacher; I, in Gov't employ at Washington, narrowly escaped death at the Ford's Theatre disaster; I is studying at the Normal School in Wes.field, Mass., I is engaged in journalistic work, I is teaching "practical Blacksmithing," I, a returned missionary, is at home with her mother, and 2 do not give their occupation. The hard times have pressed severely upon many this last year. One wife and mother writes. "I have been compelled to toil harder all the year than I really was able, on account of the hard times. Not being able to hire I have worked on the farm, like a man comparative'y, to help my

husband make support for our little family."

As this was the first time that the annual letter had gone to the graduates without the customary postscript from their dear General Armstrong, and was the first they had received from me since his death, it was natural that there should be many expressions of their sorrow at his loss, and of their appreciation of his devotion to their interests.

I cannot forbear quoting a few.

"It was with the deepest regret that I learned of our leader's

death. Ever green will the memory of him be kept."

"As the years roll on, his influence and teaching will be with me as a living presence—truly he walked in the footsteps of the Master". "The spirit of General Armstrong lives in his students to-day.

They cannot forget Hampton.'

'He was an embodiment of all that is pure, noble, manly and good, and I think no true Hamptonian can ever hear his name without a thrill of love and a ferwent 'God bless him!' for his work is one that will ever speak for him."

"It would be both cruel and ungrateful to not do all I could since I have seen the sacrifices our dear General has made for the races

that were not his own,"

"I can hardly realize Hampton as being Hampton without the General's presence. He is there, yes, he is there; his express image is in all our hearts who feel near and dear to the cause which he sacrificed his life to maintain.

"We are of two races, but with one voice we shall ever tell of his

goodness to the forgotten ones.'

"General was one who certainly did put God and country first

and himself last'."

"The General's life was a great stimulus to every true hearted Hampton graduate, and his death no less so."

"The words of encouragement and advice which he has so often given, can never be effaced from my memory."

"I was very much moved with sorryness when I heard of the death of our dear old worthy leader."

"The great work, especially in the far South, is far from being done, but the great General has snown us the way to work.'

"He lives in the hearts of the teachers in Gloucester."

I could go on still further, but this is enough to show that his labor was not thrown away on thankless hearts.

Six graduates have died during the past year. Cadmus Hunt, class of '88, died Aug. 1st 1892.

Richard B. Morton, class of '84, died Oct. 31st, 1893.

Mary E. Sampson, class of '93, died Jan. 14th, 1894.

Mrs. Sarah (Peterson) Vanison, class of '77, died Nov. 19th, 1893. John Bruyier, class of '90, died Oct. 1893.

Blanche E. Freeman, class of '80, died Nov. 27th, 1893.

There have been 22 marriages since my last report. To each and all. Hampton sends her good wishes and congratulations

I should like to speak of the Chris: mas boxes sent to the various teachers, doubly welcome this year on account of the prevailing destitution, and to thank the generous friends who provided them. They help the teacher as well as the scholars. I should be glad if more could be sent.

ABBY E. CLEAVELAND.

### Report on Distribution of Reading Matter.

The number of graduates and ex-students heard from this year in response to inquiries from my department, has not been as great as usual, but, in accordance with our wish to keep in constant and helpful touch with all who have left the school, efforts have been made to

communicate with those whose addresses are known.

Among the graduates and ex-students to whom reading matter has been sent, there are three kinds of readers, growing more defined each year; 1st, teachers in out of the way places, to whom good and instructive magazines and papers for themselves and scholars are very helpful and almost indispensable; 2nd, those engaged in other pursuits who need to have their taste for reading developed and encouraged and who like information about farming household pursuits and the world at large, and who cannot afford what they appreciate; and lastly, those who live in cities and do not require papers, but need to be stimulated by contact with Hampton ideas, and occasional reminders in the shape of our three school papers, to which they cannot or the interests of the colored race.

There is a growing need, in many quarters and among the most thoughtful teachers, for the establishment of reading rooms and libraries, the chief difficulty being the want of funds to hire a suitable room, or get the nucleus of a good library. As teachers are hard workers, one or two magazines and one progressive school journal, with perhaps a dozen first class books to start a library, would in many cases supply the need and stimulate the readers to save money and add slowly to their stock of books and papers. The Chautauquan Magazine seemed to give great satisfaction in the intelligent neighborhood to which it was sent. There is also an earnest cry for the best literature for chi'dren. In addition to the Youth's Companion, we should feel very grateful if some of our Northern friends would ask for schools to which the St. Nicholas, Nursery or Pansy periodical's could be sent, all three being high-toned and attractive to children.

One Sunday School had a set of wooden shelves made to hold the small library sent to its teacher; and in another school, papers and magazines are given out every Friday and returned the next week for distribution

The growth of interest in reading is shown in the fact that antiquated books and papers seem no longer acceptable, and when sent are received very much in the same way in which we should take up a paper a year old.

Good school journals are much needed and they, especially should be up to date, as educational ideas are constantly improving, and it saves time to give our constituency the best models both in theory and practice. We are much indebted to those of our friends who have sent us from time to time the current numbers of such papers as

the Sunday School Times, Golden Rule and the Outlook.

Special numbers and sets of valuable magazines have also been sent and distributed with much satisfaction. A considerable amount of scientific, temperance and Band of Mercy papers, have also been circulated, and children's papers are in demand faster than we can receive or supply them.

In conclusion, we would ask those of our friends interested in our special work of feeding and stimulating an appetite for good reading to aid us in some one of the ways suggested in this re port,
A. L. Bellows.

### Returned Indian Students.

Though each year finds our list of returned students longer, and though the standard of excellence is being as often raised, the percentage of those recorded as satisfactory and unsatisfactory remains about the same.

This year the records are graded as follows:-

Excellent Good Fair	176	Satisfactory,	347	Total, 398.
Poor Bad	40 11	Unsatisfactory,	51	

From this we still say that over three-fourths do well (really 87 per cent.) remembering that the quality of the work is very much superior to that of ten years ago.

As to the employment of our students at trades, the advance has not been what we had hoped. Ten years ago the agency shops could supply work for nearly all returned students; since then, students and schools have multiplied, but the shops have changed neither in number nor in capacity, and now only a very small per cent, of those returned from the schools can find employment at the trades-Toward bettering this condition, something should be done very soon.

It is now three years since I have visited our returned students farther west than Wisconsin, and I cannot speak of them with the same confidence that I have spoken in the past. If, therefore, the figures in the record of employments seem small it must be attributed to my limited knowledge. Those whom I know about are employed as follows :-

Teachers 8, School employés 18	26
Attending other Schools	17
" higher " in the East	4
Supporting themselves in the East	11
Regular missionaries 6, Catechists 14	20
U. S. Soldiers 7, Scouts 2, Postmaster 1, Mail	
carrier I	11

Twice last summer I made short visits to the Oneida and Menominee Reservations in Wisconsin, and saw most of our returned students there.

At Oneida I found the Hampton student quite a power. At the Government School, one of the best I have ever visited, they have a student in nearly every department. Here George Haus has been making an excellent record as Industrial teacher for two years. He has fixed up a nice little house of his own on the grounds, and there, Mary, also a Hampton student, and the baby, make a united Christian family, and a home where other Hampton students like to gather, In the Sewing room, Amelia Skenandore, her self an inspiration, teaches the young girls the art of the needle. Electa Cooper, in the neat dining room and kitchen, assists the matron in teaching housework and cooking, while Melissa Reed instructs in the no less elevating art of washing and ironing.

Near the school live Jones Hill and his wife, another Hampton couple. Jones is spoken highly of as a farmer and blacksmith, and Christine and the baby are all one could ask. Jonas Skenandore and Ellen have a nice little house and farm, but were away when I called. Lena has changed her mind about being an old maid, and married a

young theologue, Joel Archiquette, an ex-student of Carlisle.

Richard Powless, who has done so much for the education of his people since his first coming to Hampton in '82, has been obliged to give up the use of his eyes for a time, but finds plenty to do as a leader in progressive movements among his people. He has recently been re-elected "Sachem," or councillor for the tribe, an honor seldom conferred upon so young a man.

Nelson Metoxen lives at home—a model home—and helps his parents while his brother and sister are away at school. Everyone has a word of praise for him—and only praise. I had him with me as an assistant at the Hampton Exhibit at the World's Fair and he did

exceedingly well there.

Adam Metoxen I found hard at work in the field. A Hampton salute brought him smiling to the carriage, and I found he was soon

to be married to a Haskell Institute girl.

At church, familiar faces were everywhere, and after service I was surrounded with friends, all seeking information in regard to students still at Hampton, or kindly expressing appreciation of what the school had done for those returned from it. These parents are now where they can see the benefits of education, and instead of regarding the necessary separation as a great outrage on parental affect-

ion, gladly make the sacrifice for the good of the child, and for the

benefit it is likely to be to themselves in old age.

Near the Episcopal church a hospital is being erected, and, that she may be prepared to become a nurse, Lavinia Cornelius, instead of returning to Hampton, has gone to the New Haven Training School to take the course there.

In each of the three brass bands the Oneidas boast, Hampton boys have a fair showing—one being led by an old leader here—Le-

high Wheelock.

On the base ball field, Lyman Powless pitches for Parkhurst to catch, while several old Hampton players continue at home their

favorite exercise at school.

From Standing Rock, where some sixty students have returned, we have very fair reports. Bishop Walker, in a speech in Washington, this year continued the story of Matthew Young Eagle at the

Cannon Ball Camp

Four years ago, Matthew returned home in consumption. The Indians about him had had no advantages. He wanted to help them, so with his brother, Claud Bow and Red Horse he started a "Christian Society." Other boys joined, and it soon grew to a powerful organization. This example incited the girls, and a woman's branch was started, and now goes hand in hand with the brother society. From these two branches a church of 176 members has sprung, Thomas Ashley, who came to Hampton in '81, being in charge.

Except for the visits of the Bishop, no white man's hand has been in the work, and I doubt if any member of the organization can write a correct English letter, Earnestness has done it. Bishop Walker

says:

" For a year or more they had gathered the people together week by week, and had read a part of the Episcopal service and a portion of the Bible, and had tried to tell them what it meant. They had come back with no special instruction to do so, but they were impressed with the duty that rested on them as Christian men to be missionaries to their own people. They had sung and prayed and told the story of the gospel in their own tongue. It was to me a most touching sight as I saw these people. They said that several of the Indians wanted to be baptized. I hesitated about it, I asked a great many questions; and I found to my amazement that these young men who had been at Hampton had become so infused with the Christian idea that they were able to impart to these heathen people,-for they were all pagans. They had taught them so much religion that I found I could safely admit all who presented themselves for holy baptism, and then and there I admitted them into the Christian Church. That shows that the influence of that school goes out in ways that we know not of."

Herbert Welsh, after a year of study in Minnesota, has gone back to his post at the St. Elizabeth Mission, where also Felix Bone Club has found employment. Thomas and Alma Fly are still engaged in missionary work at Black Horse Camp and several are employed as assistants in missions or schools. The shops and agency positions are well filled with returned students, some of whom have

held their positions from five to ten years, one twelve years.

At the Forest City Agency, Louis Agna not only presides over

the church at White Horse Camp, but acts also as policeman. James Crow Feather has charge of the Agency church, and Edwin Phelps the mission at Plum Creek. Several are at work in the shops and other positions at the Agency, among them, Harry Kingman, of whom reports say:

"Harry is employed in the Government carpenter shop, and is considered one of their best workmen. One of the officials remarked, 'I wish we had more Harry Kingmans.' He is popular with all at the Agency and his influence is always on the side of right. He is a member of the Episcopal Church choir.

He rents two rooms in one of the Agency buildings, for his bed room and for his sitting room. In the latter he has a good organ

and plenty of hymn books.

The young men who gathered about the stores in the evening, often spent their time in a profitless way, and where there were many temptations. Harry felt he could make another gathering place for them. So there is a standing invitation to all the young men to come to his room any evening after supper and sing. The invitation come to his room any evening after supper and sing. is generally accepted. It was my pleasure to join them one evening, and it was easy to see that all enjoyed it, and that its influence was healthy and uplifting."

At Crow Creek, Wm Saul and Daniel Fire Cloud are in charge

of churches, Thomas Tuttle is still in the mill and several are in the shops. The girls from here have not done so well as at other places. in spite of the fact that they have more helps than anywhere else. John and Lottie Pattee, who have been away a year, will soon return to their little home, John to take charge of the carpenter shop.

At lower Brulé, the progressives have had their way, and the Agency is moved up nearer the little settlement of St. Albans, where a few years ago many of the Hampton students took up land and went to work. At this Agency there are six returned students presiding over the camp church. By teaching, preaching, and right living, they are a great power for good. A few are teaching also in the camp schools and several are employed in the Agency shops.

At Yankton, Baptist Lambert is in charge of the White Swan church. Mary White Crow, who has been teaching for three years at the Government School, has given up that work for home ties, and Mercy Conger Bonnin has taken it up for the year. Alma Bean and Jeanette Stricker are assistants at the School. Samuel De Fond is issue clerk, and David Simmons is still running his store and lending a helping hand in good works.

At Santee, Rebecca and Lot Frazier have a camp mission station

and find plenty to do.

Anna Dawson, for three years a teacher at the Santee School, came East last year at her own expense to take a course in domestic science in Boston, the better to prepare herself for the western work.

Maggie Goulet Keith and her husband are completing their ninth year at the Wounded Knee Camp at Pine Ridge. They have built up an xcellent school there and have done much good work.

Thomas Sloan, who has been practising law very successfully for several years at Pender, Nebraska, is now helping the Winnebago Agent with some of the problems of his work. David St. Cyr is clerk

at the Agency, and Julia is teaching in the Government School. Angel de Cora is taking a special course in art at Smith College, Northampton, Mass., paying her own tuition by care of the Art Gallery, and hoping in a year or two to be able to support herself by her pencil and brush.

At Omaha, Dr. LaFlesche has been obliged to resign her position as Agency physician, having broken down in the service. To her, the position of "physician" has meant head nurse for every patien; general interpreter for church, council, and private affairs, leader in all religious and social movements, and adviser in general for every man, woman and child in the tribe.

Marguerite is still teaching and doing her part in the work the sisters have been associated in so long. She has the interests of her people so at heart that she too is inclined to over-estimate her physi-

cal endurance.

Our model farmers at Omaha are doing well, not only in their

work at home, but by their influence in the community.

At the Grant Inst., Genoa, Neb., Charles Kealear and Logan Weston still instruct in the trades, Charles Rulo is an assistant disciplinarian and Juanita Espinoza assistant matron.

The Indian Territory record is much better than we had feared it might be, especially with the girls, who have on the whole done better than the boys, though many of those have done very well indeed.

ter than the boys, though many of those have done very well indeed. Downing, Alford, King and some of the early graduates still keep their records high, while Miles, as physician, Battice as store-keeper and Secretary of the Nation, Chilson as surveyor, and Bourassa as ranchman have improved from year to year. Block is assistant disciplinarian at Haskell, and Bazhaw, who graduated last year, taught for awhile and then went into the printing office of an Oklahoma paper, where he was hard at work when last heard from.

Lizzie Young, who taught several months in a white school in Missouri, has recently changed to the Government school at Quapaw Agency. Jane Delawate made an excellent record at home and at the School and is now married, as are several other of the girls,

making good homes, where good homes are much needed.

Charles Foreman is still working at his trade in Springfield,

Mass., preferring life in the East for the present.

William Jones is working his way through Phillips, Andover,

hoping in due time to enter College.

Charles Washington is in Melrose, Mass, under the care of Mrs. Dr. Dorchester, studying and making a specialty of drawing and painting.

John Whistler, married to an educated, refined white girl, has spent this year in Cambridge, Mass., as compositor on the University Press, both he and his wife attending night school and studying even-

ings.

Kate Henderson—for three years a successful teacher at Fort Belknap—has married a young man with a good profession, and is keeping house in the town near the Puyallup reservation in Washington.

Before I close this hasty resume, I must speak of one case that stands out alone amidst its surroundings of Arizona cacti, as different from others in its character as in its surroundings.

Ninteen years ago, Dr. Sheldon Jackson brought from Arizons a small party of Pimas—which included one girl. She was a curious Topsy-like character, and, though bright and earnest in many ways, did not promise great success. On her return home after four years

she found her father very ill and wrote:

"Sometimes when I go in where he is lying I would make a little pray for him, and no matter how weak he is he would get right up and fold his hands, for I used to tell him about "Our Father in Heaven." Soon after this she went to a boarding school started at Tucson, and remained there two years as a pupil. While home on a vapago man wanted to learn about God, and I told him how much I know, and he said he was going to be good, keep all what God said. When I told every part I know, he says, 'Now I know which I never will forget it. I will keep it right in my heart. I was in dark and never think you will give me light.' And I looked on his face and know that he really say with truth in his heart, so I give him the 'Story of the Bible,' and explain to him all the pictures in it, and he went home with a happy heart."

In '91, she was employed as cook in the school, and after her marriage kept the position for some time. She has always been highly spoken of and now she writes to the School for a letter to the

home church.

"I feel that all the friends at Hampton are more to me than any I have ever met or known. I also feel that the church at Hampton is really mine. I am living near the Agency and the church and a good minister, who is trying very hard to make the Indians Christian people. Now it will be in two weeks when there will be more Indians come to be baptized and I have two children, one is two years old and the other is only two weeks old to-day. I want to bring them to the church and also myself. Please write a letter to the minister, Rev. C. H. Cook. I was baptized at Hampton, Va. I want to stand up with my children here at Rev. C. H. Cook's church. My husband and myself want this church here to belong to us, and want our children to belong to the church here. However it may be, we want to give up to God our Father, because God is ever so kind and give us children. We want to give them back to do His will.

Very truly,

MELISSA JONES."

It is one of our hopeful signs of success that the number of those who exceed our expectations is always in excess of those who fail. And looking ahead one generation, when these whom we are now educating shall have become parents and leaders, there is every reason for encouragement.

C. M. Folsom.

# The Library.

The Library records for the past year show a steady and tolerably uniform circulation of the books. During the year about 500

persons have drawn books from the Library. Most of these have been students and teachers, but many of our neighbors and visitors have found the Library a pleasant and useful resource.

No record is kept of the numbers who use the periodicals and reference books in the reading room, but they naturally far exceed

those who draw books.

The inventory in June, 1893, showed, by actual count, 6,978 volumns on the shelves. Since then, 151 more have been added, making a total of 7,129. These figures are exclusive of pamphlets.

Gifts have been received during the year from Miss Ethel Paine, Since then, 151 more have been added, mak-

Mrs. John S. Hawley, Pres. D. C. Gilman of Johns Hopkins, Hon. Wm.

E. Dodge, Funk & Wagnalls and others.

A great improvement about to be made is the relieving of the crowded state of the reading room by transferring a large part of the "museum" to a room which is being fitted up for it on the lower floor, opposite the room which contains the permanent industrial exhibit.

The friends who have, during the year, helped us with gifts of books, and boxes of old illustrated papers and magazines, have our sincerest thanks. We can make almost anything of the kind useful in one way or another, and always try to have our reading matter reach as wide a circulation as possible, sending our papers, for instance, after they have served their time with us, out to our graduates, for their schools and families.

The sphere of the Library's usefulness is constantly growing and its scope widening. It must grow steadily in size and greatly increase its facilities, in order to be able to fulfil its possibilities as an elevating and educative influence in the school and the vicinity.

L. E. HERRON, Librarian.

# Health Report.

The health record of the School has been good during the entire year. No deaths have occurred and few cases of serious illness.

The new drainage system has justified the demand which was made for it. It has been in perfect order through the year and in every way satisfactory. The water front of the School is now the weakest point in its sanitary condition. A clean water front is needed to supplement the sanitary improvements begun last year. The sewerage from the town of Hampton clings more or less along the low places in the shore, making an accumulation which is especially unwholesome in hot weather. Sanitary improvements pay a large interest in the health and working power of the entire school, and also in saving the direct outlay which has to be made for every case of sickness. The principal sickness in school this year has been caused by an epidemic of la grippe, which gave, within two months, one hundred and twenty-two cases. Comparatively few of these cases were severe, and the after effects were not as serious as in former epidemics. Two cases of typhoid fever have occurred among the students, were separated from each other by a considerable interval of time, and semed to bear no relation to each-other or to the sanitary condition of the place. An epidemic of chicken-pox and mumps seemed at one time impending, but by isolation, the number of cases was limited to three of chicken-pox and twenty-one of mumps. Two cases of phthisis with pulmonary hemorrhage have occurred. In both cases the students, one a colored, one an Indian boy, were sent home, after partial convalescence, being unfit to resume school work. With the exception of the above, and one Indian boy who returned from the North unfit for work and was sent home last October, no Indian boy has been sent home on account of ill-health during the year. Considering the number of students in our closely massed community, this is an excellent showing for the healthfulness of the place.

The average health of the Indian pupils improves from year to year. This fact is due to several different causes, among which the improved conditions in the West and experience and care in selecting

and accepting material are the most important.

The idea of prophylaxis in tuberculosis has come in time to benfit the Indian and Negro in their transition periods, provided it can
be brought home and made practical to them It has been estimated
that one-sixth of the deaths from all causes among the colored people are from tuberculosis, and the mortality from this cause alone, in
large towns and cities, is in even greater proportion. To a people
especially susceptible to pulmonary disease, to live in the close atmosphere of a city street is a dangerous experience. Health reasons
alone, if rightly understood, would present the strongest incentive
for the majority of colored people to seek homes in the country.

With the majority of Sioux Indians, consumption is a familiar evil. A great impetus to hygienic living will have been given when Indians can be made to believe that cleanliness, air, light and sunshine are so many weapons against their hereditary enemy. The tubercle bacillus will not grow without soil. What the Anglo-Saxon, at the height of his civilization, is beginning to believe his safeguard, is the only hope for the Indian and Afro-American in their transition period. In the days of comfortable wigwams, good food and boundless hunting grounds, consumption had little soil to grow in. The close log cabin and reservation life have produced among Indians the tubercular diathesis. The way of escape is by education and experience, which will lead to more wholesome living.

The transition period has begun for the Apache, is passing for the Sioux, has almost passed for the more advanced Oneidas. The respective health records for each of these tribes should teach perseverance and hope. Regular work, good food, education in sanitary matters, will do for the Indian what it can do for any man.

M. M. WALDRON, M. D.,

Resident Physician.

# Department of Discipline and Military Instruction.

During the present school year, (1893 '4) as in past years, the military system has formed the basis of the discipline of the male students and of the authority exercised over them.

This system has a peculiar advantage in bringing about the best

moral, as well as physical results. The number of boys enrolled during the year has been 411,—319 Negro and 92 Indian; 19 less than was enrolled last year; while the average attendance of the School has been greater by 24 than last year.

There are few new features in the routine work of the department that contrast with those of the last report. Such changes as might be mentioned, however, would not be in the introduction of new methods, but in the steady improvement and more satisfactory adaptation of those previously employed. It has been the aim to put the student on his honor, and allow public sentiment to govern his conduct and deportment as far as possible. It is pleasant to report a growing sentiment against breaches of order and irregularities in the observance of school rules.

Early in October the boys were enrolled in a battalion of six companies—three companies of Night School boys, and the other three, the Normal and Indian School boys. The usual full corps of officers, commissioned and non-commissioned, were selected from those cadets who had been most soldier-like and exemplary in their deportment, and who have shown themselves best suited in and out of ranks for military command.

The military feature extends not only to the daily drills and parades, but to the general government and discipline of the Institute.

Cadets of the Normal and Indian departments have been required to form for inspection of the ranks before morning prayers of each school day, for a weekly company drill after school, and for a battalion drill, occasionally followed by a general policing of the grounds, on Friday afternoons. The entire battalion of six companies form for the march to dinner and for an inspection of the ranks before church on Sunday.

There has been a daily detail of officers and men for guard duty during meals and prayer time. This detail is liable for any other duty that may be necessary during their day (24 hours, beginning at 12m.) Members of the work department have been, necessarily, exempt from many military duties, but have been required to perform guard

duty and to drill in the Gymnasium on Saturday evenings.

The battalion is in general command of the Disciplinarian, but the Assistant Disciplinarian, cadet Captain Allen Washington, has usually performed the duties of drill-master and has been untiring in his oversight of the daily drills. A more efficient instruction has been given by 1st. Lieut. Chas. T. Menoher, U. S. A., of the Artillery School at Fortress Monroe, who has rendered the Institute most valuable service by lessons given the cadet officers and by personal supervision of the weekly battalion drills,

A special effort has been made this year to improve our fire department, which is also a military organization. The different squads have had frequent drills under the Captain of the squad, besides the monthly fire drill when all of the cadets are assigned to some post. If not on actual duty they are required to fall in under the ranking of ficer, on the company parade ground, and to remain at "rest" till relieved. This is done in order that all may be accounted for and within easy reach in case assistance is needed.

The fire extinguishers, buckets etc., are inspected every morning

by the dormitory janitors, and a daily report is made accordingly to headquarters, while the hose is examined about once a month.

A court martial, or "Officers' Court," and the Indian Council, have both been in operation during the year. It has been necessary to refer but few cases to a court, as such breaches of order as are usually referred to it have been considerably less frequent. Any boy may be brought before the court for trial, as the body is made up of officers chosen from different companies of the battalion.

The Indian Council, on the other hand, has been much more active; not with cases of a serious nature, however, but usually trival matters. It should be said that the Council's punishment for drinking has been more severe than the Faculty's would have been, and it has seemed best, in a few instances, to lighten the sentence of both the Council—all of their decisions and sentences being referred to the office for approval.

Either one or both of these organizations could be easily dispensed with, at no material loss, so far as actual discipline is concerned; and yet the schooling it gives the cadets in self-government and the responsibility and dignity the battalion officers receive, give them a very important place in the discipline of the School.

This is but the outline of the military organization upon which the discipline of the Institute is based. Though imperfect in many details, it develops the habits of attention, neatness, system and punctuality, the value of which cannot be over-estimated. From it is gained an improvement in the address of the student, stooping forms become erect, narrow ches's expanded, uncertain steps more elastic and positive, and, in fact, the whole bearing becomes more manly.

The students take all the care of their own rooms. Each one of the ten dormitories is under the care of a janitor selected from the corps of officers, who is responsible for the condition of his building and immediate surroundings as well as for the conduct of its inmates, handing in to the office a daily report.

The rooms are inspected every Sunday by the janitor, and occasionally during the week by the Disciplinarian and the assistant. On Sunday mornings there is a more formal and military inspection by School officers.

As far as practicable, the responsibility of the care of grounds and buildings, and, indeed, the conduct and deportment of the students, is placed upon the battalion officers. They have performed their duties under exceedingly trying circumstances; cases that involved their own classmates and friends have been handled with the strictest and most satisfactory impartiality. But for the hearty cooperation of the cadet officers, and especially those of higher rank, it would be impossible to manage the affairs of this department satisfactorily. It is indeed gratifying to report the hearty co-operation of the cadet officers, and especially those of higher rank, in the management of the affairs of the department.

R. R. MOTON,

Disciplinarian.

# Report on Religious and Missionary Work,

Many hearts and hands have been engaged in the religious and missionary work of the School the past year, and it is because of this hearty co-operation and interest that I can report so much that is encouraging and gratifying. The Sunday School teachers have done earnest and faithful work in their classes and have followed it up during the week with personal work. This labor of love has borne fruit all through the year.

Many of the teachers are actively interested in the Societies of "Christian Endeavor," and "King's Daughters." and have rendered valuable aid in becoming active members of the same and in guiding their affairs without taking from the students the responsibility in the work of the societies, which it is important for them to carry and feel.

Others have gladly and generously given their time to the neighborhood missionary work; planning and laying it out for the students

who have volunteered to do it.

The students also have given their hearty support to all the religious work, in becoming active members of the different religious organizations, in careful and thoughtful preparation for their meetings, in personal work in behalf of their companions, in the willingness to do missionary work in the Sunday Schools and in the cabins of the poor and the sick, and in their ready response to any request of their pastor to assist him. Such co-operation on the part of teacher and student, has kept up a steady, earnest interest all through the year.

Mr. Wharton, of Barrow, England, an Evangelist who has labored among the colored Institutions of the South, kindly offered to join us in the meetings of the week of Prayer. His offer was accepted, and we are glad that he came, for his visit will long be remembered with pleasure and gratitude. There was nothing sensational—no excitementin the meetings; on the contrary, they were quiet, earnest and thoughtful. Many rose for prayers and to show their determination to follow Christ. Inquiry classes were at once formed, an 1 for weeks it was my privilege to meet them in my study. Fifty and more gave themselves to Christ. Twenty-nine of these have united with the School church, the others desiring to unite with their home church or some particular denomination. The interest is still alive. Even in these closing weeks of the School year, few days go by without one or more of the students coming to the Pastor's study as an enquirer.

It was with sincere regret that we were obliged to give up the faithful services of the Rev J. J. Gravatt, of Hampton, Va., who, last fall a cepted a call to a parish in Richmond, Va. For many years he rendered most valuable service in the religious work among the lndians, many of whom are Episcopalians. He superintended their Sabbath School and frequently took charge of the weekly prayer meeting. He won their confidence, visited their homes and was their counsellor and friend. His was a hard place to fill. But we have been greatly favored in the coming amongst us of the Rev. Mr. Bryan who succeeds Mr. Gravatt at St. John's, Hampton, and takes up his work in our Institution. He has already won our hearts and proved himself a valuable helper and worthy successor to Mr. Gravatt. Seven Indians were confirmed at St. John's and five united, on confession of faith, with the school church.

### SOCIETIES FOR CHRISTIAN WORK.

A Christian Endeavor society for the colored students was organized in July, 1892, and has had two hundred and twenty active members. At present there is a membership of one hundred and forty. There is, of course, a constant changing of members as the students periodically leave us for other fields of labor. It is hoped that they will carry the Christian Endeavor into these new fields. Forty active members have been added since last October. The society's prayer meeting is held every Sunday morning from a quarter past eight to nine. It is always well attended—usually from two to three hundred being present. Not any time of the meeting is lost in long pauses. Every moment is occupied, two or three being on their feet at the same time. This makes a live, interesting, full meeting.

This is the second full year of the Indian Christian Endeavor Soeiety and all feel it has been a power for good among them. The society now numbers sixty members. It is very difficult for Indians to talk in When the society first started there was much hesitation and stumbling, but most of them are conscientious about keeping the pledge, which has held them to this expressing of themselves every week in their religious meeting. It is interesting to see what great improvement has been made, and how easily and clearly many of them express themselves. The meeting is held every Sunday morning in the girls' building, Winona Lodge, from eleven to twelve o'clock. The teachers take their turn with the students in leading the meetings, and it has been a new bond of sympathy and union among all. This society has done an excellent work for our colored and Indian students. It has made many of them Bible readers and faithful in their daily prayer. This is testified to again and again at the consecration meetings. It has deepened and enriched their own Christian life, stimulating them to work for their companions, to help those who are especially tempted, to try to bring them to Christ.

All the colored and Indian girls are divided into "tens" or circles of King's Daughters. Each "ten" is under the care of a teacher, whose room is their meeting place. While she is interested in all the girls, this circle of ten is her special charge and has her special interest and attention. The work, of the circle is many sided, and it is difficult to measure its results. In looking back over the five year's work of this organization in the School, one can see that there has been a great change in the general tone of life among the girls. A spirit of friendliness and kindness has developed among them. New girls students now are greeted most cordially, and the older students endeavor to make the first trying days of school life as easy and pleasant as possible. Beside the week-day meetings of the circle, when various articles are made for the poor in the South and West, there are meetings on the Sabbath for Bible reading and for quiet, earnest talk one with another. These latter meetings seem to be the ones longest remembered by those who have gone from us to their fields of labor. The various departments of the School have been drawn together by this one common interest which has served as a bond of union between them. In the prayer meetings, one often hears the thought expressed "We must always be trying to help others for Christ's sake, because we are Daughters of the King." Many of the girls when they go out from us to teach, organize circles in their schools. So the work goes on and multiplies.

I cannot speak too highly of the work of the Young Men's Christain Association. With its 247 members, its well chosen committees and its efficient leaders, it has been a centre of Christian activity, whose work and influence have been felt in every department of the school life.

Its principle has been "young men for young men." It has reached out the friendly hand to the new student, invited and welcomed him to its meetings and urged him to become a member of the Association. In this way he comes at once under good and healthful influences, exerted by those to whose appeals he will most quickly respond. It is a great advantage to a new student to be surrounded at once by noble, manly boys. The Association has greatly assisted the Chaplain in evangelistic and missionary work.

I have referred to these different organizations to show what a general and hearty co-operation there is in the religious work of the School, and how many influences go out from teacher and student to

deepen the interest and to win souls for Christ.

I have been impressed with the sincerity and naturalness of the Christian life among the students. The application of Christian principles to all the duties of the daily life has been very gratifying.

### NEIGHBORHOOD MISSIONARY WORK,

Besides the training of the class-room and work-shop, the Hampton student needs that which is received by taking part in the missionary work which is carried on in the neighborhood of the School by volunteers from the students. Over fifty young men and women go every Sunday to the Sunday-schools in the vicinity. Three of these schools are carried on entirely by our students, while five others draw teachers from our number. These Sunday-school missionaries return in time for our own Sunday-school service, where they are taught the lesson for the coming Sunday and so are helped in the preparation for their classes. Others of the Missionary Band visit the jail and poorhouse. A short service has been held at the poorhouse at least as often as every alternate Sunday during the year. The old people greatly enjoy the simple service of prayer and song, and the students return feeling that they have received as much as they have given. A service has also been held at the jail every Sunday during the year. There are others who go to minister to the destitute, who depend largely on the School societie for support. They carry baskets of food to poor families, patch up the cabins, mend their fences, chop wood and do willingly whatever their hands find to do, to make the old people comfortable.

These missionaries generally serve two months, and then volunteers are called for to take their places. There is always a hearty re-

sponse to these calls for practical missionary work.

This work requires money. We have spent during the last twelve months, \$375.00. The teachers and students of our school have contributed largely to the necessary funds, but much more is needed than can be raised in that way.

This neighborhood missionary work affords most valuable training for our students, an important part of whose work in the South and West will be missionary work, if they are true to Hampton. It teaches them when and how to help their neighbor, and their duty

to him. It gives them the spirit of brotherly kindness and shows them something of the meaning of our Lord's commandment, "Thou shalt love thy neighbor as thyself."

### WORK AMONG THE GRADUATES.

Its object is to keep informed as to what our graduates are doing, to assure them of our continued interest in their welfare and usefulness, to encourage and help them to be centres of influence, and, by their own life and work, to stimulate their communities to Christian living, industrious habits and intelligent labor.

We have not been able to carry out the large plan presented in last year's report, for the money needed to develop it was

not secured.

In order to state again what we hope to do, I quote from my

last year's report:

"This is part of the Missionary Department's work has for its object the reaching of the graduates with wise and helpful influences; keeping in personal touch with them by visiting their homes and schools; stimulating them, if teachers, to the best work in the school room and to the use of the best methods of teaching, and encouraging and helping all Hampton's sons and daughters, as far as they can be reached, to give themselves earnestly to the elevating of their communities by practical teaching of how to live and how to work. The name Missionary Department, might imply a purely religio is work; but while it does not forget the Sunday-school and church. its object is also improvement along educational and industrial lines, the promotion of whatever will mean better schools and better teaching, more skillful and intelligent labor on the farm and in the shop, and the uplifting and purifying of the home life. It is to this broad work of helping to better things that the Missionary Department would arouse and urge the graduates. To accomplish this, it is first necessary to reach the graduates. Hence the need of a few carefully selected men, Hampton's sons, who shall travel through the South, visiting and talking with the graduates in their homes and schools, acquainting themselves with their work and the needs of the communities in which they live, and who shall be able not only to suggest improvements and to interest the graduate to be more widely useful in building up the neighborhood in thrift and intelligence, but able also to address gatherings of the colored people and to show them why many fail and how they may succeed. The Missionary Department can use three or four such workers. It is hoped General Armstrong's appeal for \$10,000 to endow this Department will receive a generous response, so that the plans formed for this work may be carried out, and picked men secured who shall direct in the field."

Now, while this has not been accomplished in full, because of lack of funds, it has in part. A good work has been done and valuable information obtained. We have kept in the field this year, as last year, Geo. W. Brandom, a Hampton graduate of 1882, who has continued his travels through southern Virginia, endeavoring to visit the homes and schools of every graduate and ex-student in the different communities, to learn the condition of the schools, the methods of teaching, to select good material from them for the Hampton class rooms and workshops. If not teachers, but farmers and mechanics,

he enquires about their work and how they succeed. This is reported to me each week.

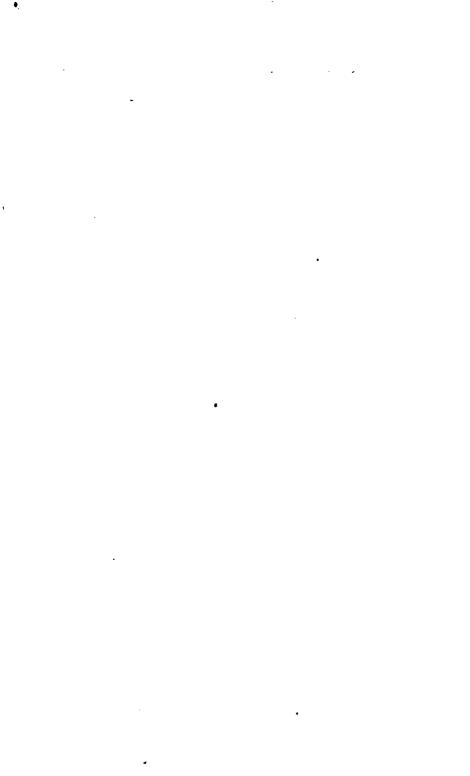
A list of questions has been prepared, the first part of which refers to our graduates and ex-students, the remaining and larger part, to the condition of the community and people among whom they live. Information to answer these questions is secured by Mr. Brandom in his visits and sent on to Hampton, where it is put on file. This enables us to have at hand, in tabulated form, knowledge as to what our graduates are doing; whether they are teachers, farmers or mechanics; whether they own property, and if so, whether mortgaged and how, and other interesting facts about them; and also just the character and condition of the people among whom they live and labor. This helps us to know how to assist and sympathize with our graduates in the field, and gives us a constantly increasing amount of information concerning Southern communities, that must prove of value to us and to others. The Hampton Tracts have been widely distributed which were prepared for the colored people and treat of matters that pertain to health, home and morals.

The American Tract Society has helped in the support of Mr. Brandom, this year. Part of his work is to secure from our graduates young men to act as Colporteurs of this Society, and to keep a general oversight of them and their work.

It is hoped that, next year, money will be donated to carry out the larger plan of this important work and to keep more men in the field.

H. B. TURNER,

Chaplain.



# THE HAMPTON

# NORMAL AND AGRICULTURAL

INSTITUTE.

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# TREASURER'S STATEMENT

**□ FOR THE □** 

YEAR ENDING JUNE 30TH, 1894.

HAMPTON, VA.

NORMAL SCHOOL STEAM PRESS, PRINT,

1894.



HAMPTON, VA., Sept. 5th, 1894.

To the President and Board of Trustees of the Hampton Normal and Agricultural Institute.

### GENTLEMEN:

Herewith I submit the customary statement and itemized schedules containing the financial report for the fiscal year ending June 30, 1894.

Notwithstanding the general monetary distress of the past year, the good friends of the Institute have, in their generosity made contributions slightly in excess of the previous year. Prior to February the school was in sore distress for ready money, but possessing good credit the Institute did not suffer from lack of necessaries in any Department: after that time came sufficient money wherewith to pay long standing obligations. Expenses for the year have been much less than for the preceding one, enabling an almost entire elimination of the \$32,000.00 net Liabilities, balance of Cash Assets and Liabilities of June 30, 1893.

The moneys due the Industrial Departments, not considered in cash assets, have been reduced during the year, and on June 30th, \$1,900, of accumulated uncollectable accounts were charged to Profit and Loss.

As a whole, the financial condition of the School is better than for some time past, and gratitude is owing to many for kindness and direct aid to this Institute.

Yours respectfully,

F. CHICHESTER, Asst. Treasurer.

# Recapitulation of Balance Sheet, Hampton Normal

### Receipts.

Schedule A.	Donation Accounts:		
I. 2.	General Purposes		
		16,573 37	
3.	Annual Scholarships	31,871 22	
4.	Industrial Scholarships	1,015.00	
5•	Beneficiary Fund	450 <b>8</b> 6	•
6.	Indian Fund	2,721 12	
7•	Pastor's Salary	654 49	
			92,714 67
Schedule B.	Income Accounts:	•	
ī.	From State of Virginia: Interest of State Fund 10,339,36 Appropriation from Agricultural and Mechanical College Fund, 6,333-34	16 <b>,662 7</b> 0	
2.	Interest from Invested Funds and Rents	20.364 53	
3.	Sales Plantation Songs	32 27	
4.	United States Government appropriation fo expenses of Indian students	r 18,225 45	•
			55,984 95
	•		\$147,999 62

# and Agricultural Institute, June 30, 1894. Payments.

Schedule C.	Pael Pateta and Improvements :		
i.	Real Estate and Improvements:		
 2,	Cost House and Lot	1,000 00	
	bequeathed by Mrs. Hemenway	1,500 00	
3-	Additional Outlays on Sewerage	1,915 76 226 97	
4· 5.		2,379 07	
5. 6.	Repairs and Improvements to buildings, etc.	5.539 98	
Schedule D.			19,561 78
Schedule D.	Personal Property Accounts:	402 Bo	
2.	Fire Department	493 80 158 46	
3.	Sch'l B'ks 517.83 and Sch'l Apparatus 186,37	704 20	
4.	Library Books and Expenses	296 26	
5- 6.	Brass Band Outfit	61 44 63 38	
7· 8.	Museum Brass Band Outfit Whittier School Outfit	58 67	
8,	Permanent Industrial Exhibit	1,214 54	
Schedule E.	Current Expense Accounts:		3,057 24
t.	Salaries Teachers' Subsistence	30,369 26	
2.	Teachers' Subsistence	15,717 71	
31	Traveling Expenses Sundry Expense Accounts;	1,876 75	
4.	Academic Expenses 4.474 88		
	Office and Administration 5,094 39		
	Printing Reports and Meetings 4,740 66		
	Academic Expenses 4,474 88 Office and Administration 5,994 39 Printing Reports and Meetings 4,740 66 Miscellaneous 4,777 21	19,087 14	
5•	World's Fair Exhibit-Dr. Balance	41 94	
5• 6.	Insurance Southern Workman Whittier School Expenses	2,617 27	
7. 8.	Southern Workman	1,014 13	
9.	Lectures	658 58 60 ns	
10,	Reading Room	79 40	
11.	Indian Fund Outlay	2,201 49	
12. 13.	Reading Room Indian Fund Outlay Beneficiary Fund Outlay Expenses of U. S. Gov't Indian students	543 38	
*3•			92,418 23
Schedule F.	Students' Accounts:		
Schedule F.	Students' Accounts: (Dr. Balance)		92,418 22 1,798 41
	Students' Accounts: (Dr. Balance)		
Schedule F. Schedule G.	Students' Accounts: (Dr. Balance)		
Schedule F.	Students' Accounts: (Dr. Balance)		
Schedule F. Schedule G.	Students' Accounts: (Dr. Balance)		
Schedule F. Schedule G.	Students' Accounts: (Dr. Balance)		
Schedule F. Schedule G.	Students' Accounts: (Dr. Balance)		
Schedule F.  Schedule G.	Students' Accounts : (Dr. Balance)		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8.	Students' Accounts : (Dr. Balance)		
Schedule F.  Schedule G.	Students' Accounts : (Dr. Balance)		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10.	Students' Accounts		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11.	Students' Accounts		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.	Students' Accounts		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11.	Students' Accounts		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.	Students' Accounts		
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	3	
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13.	Students' Accounts:   (Dr. Balance)	8 - 21,108 39	
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts	- 21,108 39	
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	8 - 21,108 39	
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts	8 - 21,108 39	
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	8 - 21,108 39	1,798 41
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts	8 - 21,108 39	1,79 <b>8</b> 41
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	3 3 21,108 39 1,720 80	1,798 41
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	3 3 21,108 39 1,720 80	1,79 <b>8</b> 41
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	3 3 21,108 39 1,720 80	19.381 50
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	3 3 21,108 39 1,720 80	19.381 50 129,217 24 6,167 80
Schedule F.  Schedule G.  1. 2. 3. 4. 5. 6. 7. 8. 9. 10. 11. 12. 13. 14.	Students' Accounts:   (Dr. Balance)	3 3 21,108 39 1,720 80	19.381 50

### STATEMENT OF

### RECEIPTS.

Receipts to July 1, 1893		\$367,635 38
Receipts for year 1893-4:	•	11,583 80
Anonymous "Draft No. 94.197"	50 00	
"Billings, The Frederick, Scholarship"	1,500 00	
Clapp, Lucius-Premium on sale of 2 Union Pacific		
Bonds given by him	70 <b>8</b> 0	
Davenport, Elizabeth W., Estate of	1,500 00	
Lowell, Miss Georgina, Thro. Armstrong Associa-		
tion, Poston	100 00	
Perkins, Mrs. Sarah E., Estate of	1,000 00	
Pickering, Mrs. Henry	500 00	
Pierce, Miss L. T	5 00	
Pond, Harriet M., Estate of	3,800 00	
Rogers, Mrs. Calvin, Thro' Armstrong Associaton,		
Boston	5 ∞	
Rogers, Miss H. B., Thro' Armstrong Association,		
Boston The American Access	5 ∞	
Taggard, Mrs. Susan E., Thro' Armstrong Associa-		
tion, Boston	25 ∞	
Tappan, Miss M. A., Thro' Armstrong Association,		
Boston	100 00	
Ticknor, Miss Anna E., Thro' Armstrong Associa-		
tion, Boston	200 00	
Wilcox, Miss Harriet N., Estate of	-	
Gains on Sales of Endowment Securities	1,723 00	

\$379,219 18

Note. All moneys given for Endowment is invested by and is under the control of an Investment Committee, composed of four members of the Beard of Trustees, the President of the Board being Chairman of the Committee.

Messrs, Robt. C. Ogden, Chas. L. Mead, Chas. E. Bigelow and A. C. James with Geo. Foster Peabody, Treasurer ex-officio, are the present Investment Committee,

### ENDOWMENT FUNDS.

### INVESTMENTS. BONDS. \$22,000 00 Pleasant Valley Coal Company 6's Lehigh Valley R. R. in N. Y 43's 20,000 18,000 15,000 12,000 10,000 10,000 Chesapeake and Ohio R. R., Consolidated.....5's 10,000

Pittsburgh and Western R. K.....4's

5,000 Grand Ave. Cable Railway, Kansas City.....5's 5,000 5,000 1,000 1,000 

T00 00 Fund" 4,050 00 Loan to School to prepay Insurance.

Loan to School to pay for Sewerage

Loans to Huntington Industrial Works

Note and Deed in Trust, F. D. Banks, six per cent.

Note and Deed in Trust, Wm. II. Crocker, 6 per cent. 4,941 21 4,510 🚥 30,500 00 800 00

Uninvested Endowment money on deposit with New York Life Insurance and Trust Co....

17,419 98 \$379,219 18

19,812 50 25,000 00 19,245 00 20,000 00 21,100 00

19,000 00

13,500 oo

11,961 23

10,000 00

10,271 67

10,031 25

9,750 00 9,807 00

8,500 00

7,600 00

10,862 50

9,737 50

4,937 50 6,000 00

5,855 ∞

4,675 00

5,075 00

3,806 25

1,000 00

1,000 00

787 25 6,000 00

1,200 00

283 34 361,799 20

100 00

NOTE.

10,000

10,000

10,000 10,000

10,000

10,000

6,000

6,000 5,500

New York, Aug. 31, 1894.

We certify that the above securities are in the possession of the Investment Committee and now in the vaults of the Mercantile Safe Deposit Co., where they have been examined by us and found correct with all coupons not due, attached.

> (Signed) Chas. E. Bigelow, (Signed) A. C. James,

# STATEMENT OF CASH ASSETS AND LIABILITIES.

June 30, 1894.	\$403,833 58	
\$379,219 18 2,724 58 4.903 09 1,453 77 537 50 8,000 00 4,941 21 1,199 55	379,219 18 9,451 21 8,393 87 3,761 15 3,008 17	
June 30, 1893. \$378,650 60 31,786 90	\$410,437 50	
Ju \$367,635 38 3,339 00 5,185 41 1,904 40 566 41	\$367,635 38 1,253.36 31,135 11 5,735 01 4,678 64	·i
Endowment Fund, invested and on deposit.  Cash, net balance for General Purposes.  Due from United States for Indian Account.  Due from S. B. Pratt & Co., for Knitting Department Mase  Quick Bills Receivable on Industrial Accounts.  Prepaid Insurance.  Due on Sundry Personal Accounts  Balance Net Liabilities.	LIABILITIES.  Endowment Fund.  Temporary Loans from Endowment Funds;  1893: Balance due on Insurance.  1894: For cost of new sewerage \$4,510,00;  For prepaying Insurance \$4,510,00;  Accounts Payable (Uny'd bi.ls, groceries, Ind. Dept. supplies,etc.)  Officers and Teachers, due on account of salaries.  Deposits, by students and teachers, balance.	

### GENTLEMEN:-

According to instructions I have, in the brief period of time allotted me, made a careful examination of the books and accounts of the Treasurer's office at Hampton, Va., and so far as they have passed under my observation find them, without exception, in each and every particular, correct. Particular attention was given to the various items of Cash receipts and disbursements, and the balances at various points taken at random during the year, were found to agree with the bank balances made at those periods in every instance.

The accounts of the various Industrial Departments, given in de-

The accounts of the various Industrial Departments, given in detail in the books at the main office, were looked into, showing that great care had been exercised in charging to each its fair proportion of expenses as well as giving it due credits where entitled. In fact, the entire system relating to them seemed to be so clear as to call

for but little explanation.

The statements prepared for the Annual Report will show individually the amount of profit or loss attending the year's labors in each of the departments—more clearly and explicitly than I could

give in a brief report.

The entire amount debited to Salary account is \$37,424, but of this amount \$7,054.74 has been charged back to various Industrial Departments as being salaries of the various foremen therein employed, thereby increasing the loss necessarily accruing to those departments from the increased cost of manufacturing and waste from unskilled labor, against the market values of the same product.

It would seem a question whether or not with propriety a portion of that sum at least might not be charged to the educational department for while they are actual mechanics they are at the same time teachers, and while the result, as far as the gross expense is concerned, is the same, the departments would more justly receive credit for its actual labor and tend somewhat to reduce the expense of production.

To go over the entire details of the Industrial accounts would entail the labor of some weeks, and as the time mentioned to me which would probably be required was from 3 to 5 days, it was undustedly not the intention of the Committee for me to do so—in fact it would hardly seem necessary, as the summarizing of the various accounts, as shown on the return to the main office, is clear and explicit in every particular.

The salaries as credited to the officers and teachers are based upon the schedule submitted to the Principal and approved by him at the beginning of the year, and where any changes have occurred during the year, the facts have been so recorded and vouchers shown

giving authority for such changes.

In conclusion I would say that the system under which the books are kept at this time, does not seem capable of improvement, although a more extended acquaintance with the workings might show where some slight changes might be made, economizing time and labor.

The manner in which the books are kept reflects great credit up-

on the clerical force employed.

Respectfully submitted, (Signed), E. C. Abbot,

Accountant.

New York, Sept. 3, 1894.

The donations reported in the following pages comprise all contributions received during the year, except for endowment, which are reported on preceding pages, and for convenience in printing, the following abbreviations are used:

- "A, S." Annual Scholarships—gifts of \$70 each—paying the tuition of a pupil for one term.
  - "I. S." Industrial Scholarships—gifts of \$30 each.
- "B. F." Beneficiary Fund—from which source direct personal aid is given to needy pupils.
- "I. F." Indian Fund—contributions towards the Indian work of the school, and applied also for the support of Indians not provided for by the government.

All other contributions, entered without explanatory marks, are gifts upon which no restrictions have been placed by the donors, and are applied on current running expenses in the direction where help is most needed at the time.

In Shedule A, Churches and Sunday Schools have been placed together in the list of Donations, under the letter "C," arranged alphabetically by towns. "Friends," "Visitors" and similar titles are entered under "Anonymous."

# SCHEDULE A.

# **Donation Accounts.**

	Lydia P	70 00
" "	66 68	30 <b>00</b>
	L	5 00
Alexander, Mrs.	A. M. D	70 00
" Charl	les B	10 00
Allen, Miss M. A	(Towards pastor's salary)	5 00
	•••••••••••••••••••••••••••••••••••••••	10 00
	B	70 00
	A. A	200 00
	aroline F	70 00
	riend"	40 00
66 66	***************************************	5,000 00
46 60	······································	70 00
16 10		5,000 00
** **	******** ****** ***********************	2 00
44	***************************************	5 00
"	· · · · · · · · · · · · · · · · · · ·	10 00
44 44	***************************************	1 00
"	redy, 22d	7º <b>00</b>
66 69	***************************************	10 00
66 60	10warus ouying occas for the 1.wrary	5 00
11 1	1 hrough the Armistrong Association, 14. 1.	35 00
., ,	do do Boston.	2 00
"	'	70 OO
44 6		550 00
66 6	f	5 00
**	•	,I 00
46 6	• • • • • • • • • • • • • • • • • • • •	10 00
44 4	"Gypseying beyond the sea."	50 <b>0</b> 0
46 4	"J.B.C." In Memoriam	60 <b>0</b> 0
**	"J.V.V.B"	25 <b>0</b> 0
44 4	14112- 141	15 00
46 6	"N. J." New York City	500 00
44 44	K. M. 14	1 00
16 4	' ''A Troy Lady''	15 00

<sup>\* 1</sup> For Indian.

	•••••	10 00
	• • • • • • • • • • • • • • • • • • • •	I 75
	ndustrial Room	5 🗪
		70 00
" "W"		30 00
" Contributions b	y Officers and Teachers	
of the School	towards Pastor's Salary 217.00	
Church Col	llections 437.49	654 49
		J
		50 00
" Mrs. H. K	•••••••••••••••	15 00
Arnold, Mrs. T. S		70 00
Association, Armstrong, Bos	ston. Interest on their collections tempora-	-
	rily deposited	4. 49
" Indian, Cambrid	dge Branch of A S*	70 00
		140 00
	, N. J., Y. M.C. A. (collect'n at meeting.)	7 78
	riends, Payment towards cost of "Abby	, ,
Tracting Miles D. D. and 11	May Memorial Home."	742 50
	may memorian 110me.	742 30
Date 1 March 1970		
		10 00
		5 00
	iss Sarah I. Kearney	35 ∞
		70 oo
		30 00
		70 00
" Miss Clara M.		70 00
		<i>7</i> 0 00
Barrett, Miss Gertrude A .		23 00
Barry, Wm. I		70 00
Bartol, Miss Emma J		150 00
		35 00
		70 00
		70 00
		100 00
		140 00
		70 00
	A S	70 00
	nemory of Mrs. S. S. Rose)	300 00
/ **		•
		5 m
		140 00
		100 00
		25 00
	e Mission Circle B F	<b>2</b> 5 00
		70 00
	ood Hotel. (Coll. at meeting, Aug. 27, '93)	73 46
Bigelow, Mrs. Annie L		50 00

<sup>\*</sup> I For Indian,

Billings, Miss Elizabeth	
" Mrs. Frederick	150 00
Mis. Fiedelick	70 00
" Mrs. N. S. "The Jireh Swift Scholarship" A S	180 00
	70 00
Blaickstone, Mrs. I. F	<b>5</b> 0 <b>0</b> 0
Blair, Mrs. D. Clinton	35 ∞
Blanchard, The Misses	300 00
Bluff Point, Lake Champlain. Collection at meeting Aug. 9, '93, in	
Hotel Champlain	<b>35</b> 83
Bodine, Peter	5 00
Bodman, Mrs. E. C	70 <b>0</b> 0
Boies, Col. H. M	<i>7</i> 0 00
Bonney, Emma W	5 ∞
Booth, Mrs. James C	5 00
Boston, Mass. The Young Ladies' Hampton Committee St	1,190 00
	450 00
Bowen, John T., M. D	17 00
Bowker, R. R.	50 00
Brackett, George C	70 00
Brewer, Miss Eizabeth H	100
Bridgman, Miss Jessie G	300
Briggs, F. C. Towards gymnasium suits for girls	10 00
Bright, Mrs. Wm. E	
Brinckerhoff, Cornelius, W	70 00
Bristol, Miss Fannie L	7 00
	35 00
Brookman, Mrs. J. N	<b>7</b> 0 00
Brown, Miss Ellen W	<i>7</i> 0 00
" Mrs. J. Crosby	10 00
Notati K	<b>3</b> 0 00
Wits, will. w	<b>7</b> 0 ∞
Browne, Miss Harriet T	<b>7</b> 0 00
Bruce, Miss Matilda W	100 00
Bryce, The Misses Edith and Mary T	140 00
Bucknell, Mrs. Emma W	100 00
Bulfinch, Miss Ellen S	5 ∞
Bull, Miss Anne	<b>70</b> ∞
" Mrs. Sarah R	<b>7</b> 0.00
Bullard, Mrs. S. H. For drainage system	25 00
Burnard, Dr. Rebecca	2 00
Burnham, Mrs. Geo., Jr	<b>100</b> ,00
Bushnell, S. E <i>B F</i>	25 00
66 . 66	50 00
Butler, Miss Emily O	30 00
" Miss Helen C	50 00
" " Through the Armstrong Association, N. Y	200.00
" Miss Rosalie	62 00
## ## ## ### #########################	4 99
	7 **

<sup>\* 1</sup> For Indians.

<sup>4 2</sup> For Indans.

Parington Affice Alles	
Syington, Miss Alice	210 00
Cahoone, Stephen	70 00
Caldwell, N.Y. Ft.Wm. Henry Hotel, (coll. at meeting, Aug. 12, '91)	50 25
Cambridge, Mass., Post 3e, G. A. R. Thro' the Armstrong Ass'n Camp, C. J	64 00
" Mrs. L. H	<b>7</b> 0 ∞
Campton Village, N. H., Sanborn's Hotel, (coll.at meeting Aug. 30'93)	700
Carruth, Miss Ellen	8 46
Carter, Aaron, Jr	7000 7000
44 tf tf	25 00
Cary, Isaac H	25 00 70 00
Castle, The Misses Edith G. and Annetta F AS	85 oo
Chadbourn, C. N.	τ∞
Chaplin, Duncan D	7000
Chase, Geo. S	10 00
Cheney Bros	300 00
Cheney, Mrs. Sussan J	5000
Church, Allston, Mass., Cong'l S. S	13 67
" Andover Mass., Christ	10 78
" " South	5 00
" Arlington, Mass., Cong'l S. S	7000
" " " Mrs. Gooding's class in BF	4 00
" Athol, Mass., Evangelical Cong'l S. S	1500
" Auburndale, Mass., Cong'l	31 00
" Baltimore, Md., Brown Memorial Presb'n. (coll. at meet-	
ing May 6, '94)	67 43
" Bangor, Me., Cong'l S. S B F	6 75
" Bay Ridge, N. Y. Christ Church S. S	70 <b>0</b> 0
"Berlin, Conn., Cong'l S. S. and Y. P. S. C. E A S	<i>7</i> 0 00
"Bethel, Conn., Cong'l, (coll. at meeting)	11 31
"Bethlehem, N. H. Cong'l (coll. at meeting)	<b>29</b> 36
"Binghamton, N. Y., First Cong'l (collection at meeting)	10 50
" First Presb., S. S	<b>7</b> 0 ∞
" Bloomfield, N. J., First Presb	151 62
"Boston, Mass., Arlington St., Branch of Woman's National	
Alliance	70 00
" " First, Ladies of	420 00
Old South Cong i (con: at meeting)	142 47
Ont of Sain 1 Johnson A 3	<b>7</b> 0 00
Old South Charch (this the Athistiong	
Ass'n, (coll. at a meeting May 28, '93)  " " Phillips S. S. So Boston I.F.	195 18
1 mmps 5, 5,, 60, roston 1	5 ∞
Trinky 5.5	70 00
Winding S.S. & Soc y., Charlestown, A S	70 00
Dokiola, Phat Cong. 5. 5	20 36
" Brattleboro, Vt. Cong'l S. S B F  Brookfield, Mass., Cong'l Church and S. S A S	25 °C 70 00
" Brookline, " First Parish	140 00
" " Havard	•
ILEVALU	3 ∞

<sup>\* :</sup> For Indians.

Church	, Brooklyn, N. Y., Bethany Chapel Missionary Soc'y A S*	70 00
**	" Central Cong'l Sec'y	9Z 64
44	" Classon Ave. Presb. (coll. at meeting)	87 3º
"	" Lafayette Ave. Presb. (coll. at meeting)	177 4
44	" " The Cuyler Mission	
	Band of A S	90 00
16	" " The Cuyler Chapel	•
	Missionary Association of A S	<b>70 0</b> 0
٠ ،،	" Plymouth, (soll. at meeting Dec. 10'93)	189 48
	" " S. S	70 00
44	" Throop Ave. Presb. (coll. at meeting)	31 34
**	" " Mission S. S. Missionary	3- 34
	Association of	<b>25 0</b> 0
**	" Twelfth St. Reformed, (coll. at meeting)	_
**	" Willoughby Ave., S. S	27 25
46	Buffalo, N. Y., First Cong'l S. S	25 00
44	" " First Presb	70 00
44	rust riesu	140 00
•4	Burlington, Vt. First Cong'l (coll. at meeting Aug. 20, '93)	42 92
44	Prist Chitarian	<b>29</b> 68
"	Bryn Mawr, Pa. First Bresb. (coll. at meeting)	59 64
6.	Cambridge, Mass., First Cong'l S.S., F.G. Cook's class in IF	15 88
44	North Ave. Cong 1 1. P. S. C. E. of, A S	17 50
	St. James Tarish, Laules Miss y Soc y OI,	10 00
**	Canaan Conn., Pilgrim Cong'l S. S	<b>3</b> 0 <b>0</b> 0
44	Cattaraugus Reservation, N. Y., Presb. (coll. at meeting)	2 47
"	Cazenovia, N. Y. Presb. (coll. at meeting)	16 45
44	" Ladies of the Christian Ass'nof. IF	25 °C
**	Cheshire, Conn., Cong'l S. S	30 00
44	Closter, N.J., Cong'l, Y. P. S. C. E. of, for missionary work	5 ∞
••	Cornwall, Conn., Cong'l, (coll. at meeting July 25,'93)	15 73
**	Danbury, Conn., First Cong'l. (coll. at meeting)	10 30
**	" " Y. P. S. C. E. and S. SA S	<b>y</b> o ∞
44	Dobbs Ferry, N. Y., First Presb. (coll. at meeting Apr. 65,'94)	75 ∞
"	" " First Presb. S. S	<b>7</b> 0 00
"	Dorchester, Mass., The Second	10 00
	Easthampton, Mass., Payson S. S	15 ∞
**	East Orange, N. J., First Presb. S. S	<b>75 ∞</b>
u	" "First Presh., (coll at meeting Apr. 20, '94)	74 51
4+	" " " Willing Workers Mission	
	Band of	70 <b>0</b> 0
44	East Somerville, Mass., Franklin St. S. S	<b>10 0</b> 0
44	Elmira, N.Y., First Presb. (cell. at meeting)	8 31
66	" " " S. S., Primary Dept. of IF	26 80
44	Elyria, O., Cong'l Y. P. S. C. E. of	25 00
**	Fairfield, Conn., Cong'l	52 03
44	" " S. S	40 00
44	Farmington, Conn., First Cong'l A S	70 00
46	Geneva, N. Y., North Presb. (coll at meeting)	4 57
**	" " Young ladies' Miss'y Soc'y of, IS	30 00
		35 30
* z	For Indian,	
	•	

Church	, Germantown, Pa., Second Presb. (coll. at meeting Nov. 19, '93)	60 46
• •	" " " S.S	70 <b>0</b> 0
**	Glens Falls, N.Y., First Presb. (coll. at meeting Aug. 6'93) AS	<b>7</b> 0 13
44	Gt. Barrington, Mass., Cong'l (coll at meeting July 27, 93)	23 52
"	" " First Cong'l S. S	12 43
46	Greenfield "St. James S. S	TO OO
44	Hartford, Conn., Center S. S	20 00
**	Jamaica Plain, Mass., Central Cong'l S. S	50 00
44	Jersey City Heights, N.J. First Presbyterian	<b>28</b> 46
**	Keene Valley, N.Y., Cong'l (coll.at meeting Aug. 17, '93)	<b>28</b> 91
44	Lee, Mass., First Cong'l (coll. at meeting July 12, 93)	20 00
"	" " " S. S	70 00
66	" " " " S. S	70 00
44	Litchfield, Conn., Cong'l. Stereopticon LectureIF	4 50
"	" " and S. S. The H. W. Buel	
46	" Scholarship A S*	70 90
**	te tt tt it de d	
	" " for ensuing year A S*	45 70
• •	Malden, Mass., First Cong'l S.S	70 <b>0</b> 0
44	" First Cong'l (coll.at meeting, Dec. 21, '93)	16 <b>0</b> 0
"	Mansfield, O., First Cong'l	70 00
**	Meriden, Conn., First Cong'l S. S	140 00
"	Middletown, Conn., Bethany Chapel S. S	15 00
46	" First Cong'l S.S	14 99
44	Milwaukee, Wis., Grand Ave. Cong'l S. S. and Y. P.S. C. E.	10 75
44	Montclair, N. J., Trinity Presb	70 00
• 6	Montpelier, Vt., of the Messiah, (coll.at meeting Aug. 21, '93)	44 69
"	Morristown, N. J., South Presb	62 27
"	Narberth, Pa., Presb. Y. P. S. C. E. For purchase of school	
	apparatus	10 00
"	Natick, Mass., Cong'l S. S. and Y. P. S. C.E S	<i>7</i> 0 00
"	New Britain, Conn., South Cong'l (coll, at meeting)	10 55
	" " " S.S AS	70 00
"	Newburgh, N. Y., Calvary. (coll. at meeting Dec. 4, '93)	47 10
	New Canaan, Conn., Congregational A S	70 OO
4.	" " (coll.at meeting July 23,'93)	42 24
**	New Haven, Conn., Centre Cong'l (coll at meeting Dec. 4, '93)	11 52
"	" " United S. S A S	<i>7</i> 0 00
"	New Milford, "Cong'l (collection at meeting)	<b>29</b> 65
"	" " First Cong'l S.S. Thro' A.M.A. A 5	70 OC
"	New Orleans, La., Christ, Parish aid Association of A S*	70 O
**	Newton, Mass., Eliot Cong'l(coll. at meeting Dec. 19, '93.)	24 00
46	66 s6 66 66	15 00

<sup>\*</sup> r For Indian.
† s For Indian.

Church,	New Y	ork	City, I	Brick Presb., (coll. at meeting Apr. 29, '94.)  Broadway Tabernacle, (coll. at meeting	172 29
				Dec. 6, '93)	~ ~
	"	**	**	Calvary Baptist, Young Women's Mis-	70 <b>00</b>
"				sion Band of	70.00
**	••	46	64	Central Presb. S. S	70 00 70 00
**	**	"	**	Fourth Ave. Presb. S. S A S	•
46	44	"	"	Holy Trinity S.S A S*	70 00
44	"	"	**	Knox Memorial S.S	70 0 <b>0</b> 70 00
**	"	**	41	Lenox Ave. Unit'n, Excelsior Ten of, A S*	70 00
		**	"	Madison Ave. Bapt. S. S IF	25 00
60	44	66		" " Presb. S. S	70 00
••	"	46	"	" (collection at meeting	•
**	44	"	"	Apr. 17, '94)	14 00
44	66	• • •	"	" "Goodwill Mission of "AS	70 00
"	44	"	"		10 25
	"	•6	"	Kelorined 3. 3 3	70 00
41	• 6	"	"	Madison Sq. Presb., Friends in	16 00
4.	•	"	66	Miss Turnbull's Bible Class	30 00
44	"	"	"	Olivet S. S. Missionary Association A S	70 00
46	66	46	"	Park Presb, S, S	70 00
44	64		**	Pilgrim Cong'l, (coll. at meet'g Dec. 13'93)	18 88
66	44		44	Rutgers Riverside Presb.(coll.at meeting)	147 76
••	44	41	"	St. Bartholomews, (collection at meetings	70 00
				Dec. 10 and 12,'93)	251 44
11	"	"	"	St. George's	47 35
"	"	"	"	0. 0 A D	70 00
••	"	"	"	St. Mark's S. S.	30 00
••	••	••	••	South Reformed, Roger's Mission S. S of	
44	**	"	**		20 00
"	"	"	"	Trinity Cong'l, (coll. at meet'g Apr.29,'94)	25 00
••	••	••	••	West End Presb., (collection at meeting	
				Dec. 12, '93	38 45
**				, Cong'l, (collection at meeting July 30, '93)	46 7 <sup>8</sup>
"				Mass., First Cong'l S. S	37 <b>0</b> 5
46	"		66	" Cong'l,(coll. at meeting)	10 10
**	Nor	tham	pton,	" Edwards' Cong'l, (collection at meet-	
				ing July 26, '93)	5 00
**	Ora	nge, l	N. J.,	Hillside Presb, S. S	70 00
"				Cong'l, The Ludlow Scholarship A S	5 00
46	Palı	mer, l	Mass	Sec'd Cong'l, Y. P. S. C. E	35 ∝
66				, N. Y., Huguenot Memorial Presb	50 00
66				Pa., Beth Eden Bapt., (coll. at meeting Nov.	-
		•		28, '93)	18 04

<sup>·</sup> For Indian.

Church,	Philadelphia, Pa., Bethesda Presb., Y. P. S. C. E	5 00
"	" Cent'l Cong'l,(coil, at meet'g Nov,26,'93)	58 38
61	" Ifoly Trinity, (collection at meeting Apr.	•
	14, '94)	47 59
44	" Olivet Presb., (collection at meeting	_
44	Nov. 29, '93)	18 43
44	" Tabernacle, Presb., (coll. at meeting) " S, S	35 00
66	" Walnut St, Presb	70 00 86 80
**	" West Spruce St. Presb., (collection at	80 80
	meeting)	19 04
66	" Woodland Presb., (coll. at meeting) A S	70 00
66	" " Nov.	•
	23, '93)	22 19
44	Plainfield, N. J., Crescent Ave., Presb. S.S S*	140 00
**	" " (collection at meeting)	53 00
	Plattsburgh, N. Y., Presb., (coll. at meeting Aug. 13, '93)	40 00
46	Poughkeepsie, N. Y., First Presb. S. S. and Mrs. Julia P.	•
	Wickes	<b>7</b> 0 <b>0</b> 0
44	Providence, R.I., Beneficent Cong'l	1 60
44	Putman, Conn., Cong'l, (collection at meeting July 23, '93.)	8 35
**	Quincy, Mass., Cong'l S.S., Miss Mona Birse's class in, B F	5 00
44	Rochester N. Y., First Presb., and S. S AS*	75 ∞
u	Rome, N. Y., First Bapt. Y. P. S. C. E	5 00
••	San Diego, Cal., First Cong'l, Y. P. S. C. E	20 00
44	Saratoga, N. Y., First Bapt., (coll. at meeting Aug. 6, '93)	<b>28</b> 65
44	Southport, Conn., Cong'l	12 21
"	" " S.S A S*	70 00
**	Spencer, Mass., Cong'l S.S., Mrs. Howland's class in	8 00
16	Springfield, Mass., Memorial, Y. P. S. C. E. of, Thro' the	
"	Hampton Club	5 ∞
	" So, Cong'l, Thro' The Hampton Club. A S	56 Q
**	Stamford, Conn., Cong'i, (collection at meeting July 6, '93)	15 œ
"	" " Y. P. S. C. E	35 ∞
44	Stockbridge, Mass., Cong'l	<i>7</i> 0 00
••	5. 5. 1.01 part expenses of	
	Greenhouse pumps	20 00
44	St. raurs, Dakota League of 1 P	3 00
44	Summit, N. J., Central Presb. S. S	70 00
46	" Unitarian S. S	30 00
••	Unitarian 5. 5	73 25
"	Taunton, Mass., Winslow S. S	30 00
••	Trenton, N. J., First Presb. S. S	10 75

<sup>·</sup> For Indian,

Church,	Frenton, N, J., Fourth Presb., Young Men's Missionary	
	Society of	10 00
**	Troy, N. Y., Second St. Presb., Y. P. S. C. E	<b>7</b> 0 <b>0</b> 0
**	Utica, N. Y., Westminster Presb., (collection at meeting.)	8 82
44	Wakefield, Mass., Cong'l S. S. and C. E. Society	30 00
44	66 66 66 66 66	11 51
66	Washington, Conn., Cong'l	13 00
"	" " S. S A S	35 00
• • •	Washington, D. C., V. V. P. M. (Col'd) S. S., Class No. 1	
	For chairs &c., for King's Chapel	
	Hospital. Thro' Miss Emily S. Cook	5 00
6.	" of the Covenant, (cell. at meeting)	34 14
	Waterbury, Conn., First Cong'l, Ladies of	31 00
**	" Second Cong'l S. S	70 <b>0</b> 0
"	" " Women's Benevolent Socie-	
	ty of A S	70 00
	West Winsted, Conn., Cong'l, (coll. at meeting)	16 41
"	" Second Cong'l S. S A S*	7º ºº
	Wethersfield, Conn., Cong'l, Thro' the A. M. Ass'n	6 ∞
	Wilkes Barre, Pa., St. Stephen's, J. B. W. A. of A St.	<i>7</i> 0 00
**	" " Junior Auxiliary of A S*	70 <b>0</b> 0
	Williamstown, Mass., Cong'l, (coll. at meeting July 13, '93.)	10 85
	Winchester, N. H., Circle of King's Daughters IS	30 00
	Wollaston, Mass., Cong'l	5 00
"	Worcester, Mass., All Saints A S	70 00
••	" Central Cong'l	61 79
Clapp, Ja	mes W	10 00
	ss Elizabeth. Towards gymnasium suits for girls	5 00
	rs. Henry	100 00
	Isaac H	<i>7</i> 0 00
	ington, Mass., "The Wide Awake"	<i>7</i> 0 00
	okline, Mass., The Thursday	450 00
TACM	rton, "The Social Science	70 <b>00</b>
Olai	nge, N. J., The Hampton	140 00
əpn	ngfield, Mass., The Hampton	140 00
		200 00
	10 provide Chrisimas enter-	
**	tainment for the students	25 00
" West	" " " For the purchase of maps t Newton, Mass., Woman's Educational	25 00
** C3	m. P	70 00
	iss Mary	100 00
	Wm. F	70 00 250 00
College. F	Poughkeepsie, N. Y., Vassar, Y. W. C. Ass'n. of A. S	70 00
		,

<sup>• 1</sup> For Indian.

College, Northampton, Mass., Smith, Miss'y Society of A S	140 00
Collins, Henry H	70 00
" Miss Mary M	20 00
"The Misses Margaret and Ellen	140 00
Colwell, Thos	5 00
Cook, Miss Emily S	2000
Coolidge, Hon. J. Randolph	70 00
Cooper, Rev. Chas. D., D. D	7000
" Geo. C	25 00
" The Misses	#0 00
Cope, Clementine	6000
" Marmaduke C	100 00
Corliss, Mrs. Geo. H. and Miss Maria L	140 00
Crafts, Mrs. J. M	75 œ
" Mr. and Mrs. Walter	25 00
Crane, Miss Clara L	100 00
" Mrs. Frederick, For School for Bible Study	20 00
" W. M	100 00
" Wm. N	75 <b>0</b> 0
" Zenas	100 00
" Mrs. Z. M	150 00
Crosby, Miss M. R	5 00
Curtis, Mrs. A. J	40 00
" Mrs. L. J	25 00
Cutting, R. Fulton	280 OO
Dane, Miss <i>B F</i>	15 00
Davis, Mrs. S. D	70 00
Dean, The Misses	10 00
Delafield, Maturin L	25 00
Denison, Rev. John H	140 00
" John N	140 00
Denny, Miss A. L	30 00
Dexter, Mrs. Henry	<b>7</b> 0 00
Dickinson, Mrs. Sarah L	73 <b>00</b>
Dix, Mrs. Morgan	70 00
Dixwell, Arthur	210 00
Dodd, Hon. Amzi, LL, D	70 00
" Mrs, William E	142 00 70 00
Dodson Mary	100
Dole, Mr. and Mrs. C. F	70 00
Dominick, W. Gayer	25 00
Draper, W. F	25 00
Dresser, Geo. E.	100 00
Dublin, N. H., Town Hall, (collection at meeting, Aug. 31, '93)	58 35
Dunham, Edward K	3000
•	• .

<sup>\*</sup> I For Indian.

Dusenbury, C. Coles	25 00
Eaton, Dorman B	20 00
Edgar, Mrs. Wm. S	10 00
Egbert, Rev. J. P., D. D., Thro' Rev. W. S. Hubbell, D. DIF	1,172 34
Eliot, Samuel, LI, D	70 00
Elizabethtown, N. Y., Windser Hotel, (coll. at meeting Aug. 31, '93)	50 28
Ellingwood, Mrs. Emily G., Estate of	300 00
Ellison, Mrs. Mary D	70 00
Emmerton, Mrs. Geo. R	100 00
Emmons, Arthur B	70 00
Endicott, Wm. Jr	70 00
Ensworth, Mrs. J	70 00
Evans, Mrs. Glendower	10 00
·	
Farnam, Henry W	140 00
" Mrs. John	100 00
Faulkner, Mrs. Geo	70 <b>00</b>
" The Mrs. James R. Scholarship	70 <b>00</b>
Faxon, Miss Mary, Thro' the Armstrong Association, Boston	5 ∞
Fay, Temple R. " " " "	25 00
Field, J. W	70 ∞
Fitz, Mrs. W. S	70 <b>00</b>
46 44 44	30 00
Flower, Hon. Roswell P	70 va
Foote, The Children of Mrs. H. W	7º <b>00</b>
Foster, Scott and Family	<b>7</b> 0 <b>,™</b>
Fowler, Mr. and Mrs. A	25 ∞
Fox, Mrs. Hannah	50 00
Franconia, N. H. Franconia Inn, (collection at meeting)	20 40
Franklin Fund, Trustees of, For Purchase of books for Library	14 ∞
Friend, Towards new dining room	5,000 00
Gates, Merrill E., Ph. D. LL. D	70 <b>00</b>
Gawthrop, Henry	10 00
Gibbons, Mrs. T. P	70 00
Gibbs, Theodore K	70 00
Gildersleeve, Geo	8 25
Godfrey, Mrs. Geo. F	2 00
Gold, C. B	25 ∞
Goodrich, Mrs. Mary H	70 00
Graves, Luther P	70 00
" Mrs, Nathan, (For two years)	10 00
Green, Thos. B	5 00
Greene, Mrs. Martin E	100 00
Greenough, Mrs. D. S	5 00
" John	70 00
Grew, Mrs. H. S	210 00
Griffin, Mrs. S. B	70.00
A P T I	

<sup>\*</sup> I For Indian.

•	
Griggs, Miss Helen M	25 00
Hall, Mrs. Henry B	25 00
44 Mrs. Nelson	25 00
Hamilton, Mrs. C. L	50 <b>00</b>
Hampton, Va. Home Guards	30 OO
64 66 66 ,	120 10
Hardwick, B. C	125 00
Harkness, Miss Florence	200 00
Harrington, Mrs. W. D	10 00
Harris, Mrs. J. Campbell	200 00
" Mrs. Robert	30 00
" " Thro' the Armstrong Association, New York	30 00
Haskell, R. C	<b>28</b> 0 <b>00</b>
Hawley, John S	100 00
Hazard, Miss Caroline;A S	140 00
Heald, D. A	70 <sup>00</sup>
Hemenway, Mrs. C, P	70 <sup>00</sup>
"Mrs. Mary, Estate of. One farm of 30 acres. (Valuation)	1500 00
Hickok, Miss Mary M	8 <i>7</i> 5
High, Mrs. Kate B	30 00
Hill, Miss Frances A	3 00
Hills, Miss S. B. (Fund)	40 00
Hoadley, Mrs, David	30 <b>00</b>
Hebbs, Miss A. M	100 00
Holden, Edgar, M. D. (For three years.)	210 00
Holderness, N. H., Asquam House, (coll. at meeting Aug. 30,'93)	32 88
Mr. Livermore House, (con. at meeting Aug. 31, 93)	3 35
Holland, Nelson	140 00
Hooper, Mrs. Mary Lane	70 00
Hamin Mar F C	50 00
Hoppin, Mrs. F. S	9 00
Hotchkiss, Mrs. B. B	15 00
HOUGHESS, MIS. D. D	490 00
" Justus S	510 00
Houghton, Miss Elizabeth G	70 00
Howe, Miss Hannah R	70 00
Howland, Miss Emily	55 00
" Mrs. Joseph	100 66
Hoyt, Reuben	50 00
Hunter, Mrs. C. F	25 00
Huntington, Collis P. For feeder, steam-heater, and improvements in	5 ∞
steam power of Huntington Industrial Works.	0 505 8-
" " 20 Bonds Newport News Ship Building and	2,571 87
Dry Dock Co., for Huntington Industrial Works	20,000 00
" Miss E. B	•
	5 ∞0

<sup>\*</sup> I For Indian.

Hurtt, Mrs. Sarah I A 5*	140 00
Hustace, William	30 <b>0</b> 0
Huyler, John S	25 00
Hyde, Clarence M. Thro' the Armstrong Association, New York	100 00
"In Memoriam," Syracuse, N. Y	52 00
" Mrs. Henry Chase 2	•
" Mrs. H. D. Didama10	
" Mrs. J. Schermerhorn10	
" Mrs. Robt. Townsend30	
" " As above for ensuing year A 5*	50 00
" by Mrs. E, R. Gould	10 00
In memory of Mrs. E. A. Fish	70 00
Inslee, Samuel	•
ansiet, Daniuti	250 00
Jabine, Mrs. Wm	10 00
Jackson, Samuel Macauley	30 00
" " For printer's perforating machine	50 00
James, D. Willis, For the Missionary Department	100 00
Jefferson, N. H. Waumbek House, (coll. at meeting Aug. '23, '93	57 59
"Jennings, The Warren Scholarship," Thro' Miss Cecilia D. Jen-	0. 0,
nings	70 00
Jesup, Morris K	70 00
Johnson, E. C	70 00
" Francis, H., M. D	70 00
Jones, Miss Amelia H A S	70 00
" Jacob P	70 00
" James H	100 00
<b>,</b>	100 00
Keene Valley, N. Y., St. Hubert's Inn, (coll. at Meeting Aug. 18,	
'93	31 13
Kelsey, C. H	70 <b>00</b>
" Mrs. C. H	10 00
Kendall, Miss H. W	140 00
Kennedy, Mrs., Thro' the Armstrong Association, New York	60 00
" Mrs. John S A S	70 00
" Miss Rachel L	60 00
Kenney, Mrs. A. W	25 00
Kidder, A. M	100 00
Kilborne, A. W	70 00
Kilburn, Mrs. B. W	5 00
Kimball, Mrs. David P	70 00
" Miss Hannah Parker	70 00
Kirtland, Mrs. Anna T. E	70 00
Kittredge, Willie and Charley	70 00
Kneeland, Mrs. J. H	70 00
Knox, Mrs. A. G., Thro' the Armstrong Association, New York	10 00
" Mrs. Elizabeth B. M	10 00

<sup>\*</sup> I For Indians.

Lake George, N.Y., Kattskill House, (coll. at meeting Aug. 8, '93)	8 56
" " Marion House, (coll. at meeting Aug. 8, '93)	27 49
Lake Placid, "Mirror Lake House, (coll. at meeting Aug. 15',93)	75 00
" Steven's House, (coll, at meeting Aug. 16, '93)	51 26
Lane, Mrs. Isabella A	70 00
	•
" Mrs. Geo. W	100 00
Lang, Alexander	35 ∞
Lawrence, Mrs. Samuel	70 OO
Learned, The Misses Mabel and Grace Hallam	70 00
Lee, Miss Harriet R. Thro' the Armstrong Association, Boston	20 O
" Henry	70 <b>0</b> 0
Leeds, Rev. S. P	10 00
Leggett, Francis H. & Co.,	10 00
Lent, Miss Aletta. One scholarship for two years	140 00
"Wm. B. " " " " " "	140 00
	•
Leonard, MrsIF	3 00
Lewis, Miss E. W	70 00
Enoch	70 OO
" Miss Mary	70 <sup>00</sup>
" Miss Sarah A S	70 OO
66 66 66	30 00
Lines, Mrs. Geo. P	70 00
Lodge, Mrs. Anna C	140 00
se s	30.00
Tomen Tomes	10 00
Logan, James	-
Longfellow, Miss Alice M	140 00
	1,000 00
Longyear, J. M	70 OO
66 66 66	30 ∞
Loon Lake, N.Y., Loon Lake House, (coll. at meeting Aug. 11, '93)	114 15
Low, Hon. and Mrs. Seth	70 00
Lowell, Miss Anna C	1,000 00
" " " "	210 00
" Mrs. C. R	30.00
Lyman, Mrs. David	140 60
· ·	
" Miss Nellie H	900
5. D	5 00
" Hon, Theodore	70 <b>0</b> 0
Mackie, The Misses	70 00
Macknet, Mrs. Eliza A	100 00
	-
Macomber, Mrs. J. K	2 00
Magnolia, Mass. Hesperus House, (coll. at meeting Sept. 3, '93)	13 86
Ocean Side House, (" " ")A S	7º 47
Mali, Mrs. Pierre	5 ∞
Manderson, Mrs. J	20 00
Marshall, Mrs. Benjamin	25 00
	-5

<sup>\*</sup>I For Indians.

For Indians.

Osgood, John Felt	79 CO
Otis, Mrs. Harriet	30 0a
•	
Dealers Edmin	
Packard, Edwin	20 00
Paine, Mrs. Chas. J	200 00
" Robt. Treat	<i>7</i> 0 00
" Mrs, Robt. Treat	<i>7</i> 0 00
Palfrey, Miss, Thro' the Armstrong Ass'n, Boston	10 00
" Miss S. H	10 00
Parish, Henry	250 00
Parkhurst, Rev. C. H., D. D	70 OO
Parlin, W. D	2 00
Parsell, Henry V	70 00
" Mrs. Henry V	70 00
Parsons, John E	100 00
" Joseph H A S	70 00
Paul, Miss Mary W	70 00
Paul Smith's, N. Y., (coll. at meeting in Hotel Aug, 12, 1893)	240 44
Payson, H. M	7000
Peabody Educational Fund, Thro' Hon. John E. Massey, Supt. Public	70
Instruction, Richmond, Va	1.300 00
" Rev. Francis G., D. D	
" F. H	50 00
	70 <b>00</b>
Pellew, Henry E	<i>7</i> 0 <b>0</b> 0
Perkins, Mrs. Edward A S	70 ∞
Perley, M. P	70 <b>0</b> 0
Pevey, Emma L	10 00
Phelps, Mrs. John C	<b>7</b> 0 ∞
Pickering, Mrs. Henry (See also Endowment Gift) A 5*	210 W
Pierce, Mrs. Anna E	140 00
Pierson, Mrs. W. S	70 <b>0</b> 0
" " For Kindergarten Class at the Whittier School	70 <b>0</b> 0
Plunkett, Mrs. G. T A S	70 <b>0</b> 0
Plymouth, N. H., State Normal School House, (coll. at public meet-	-
ing Aug. 31, 1893)	21 75
Pomfret Centre, Conn., Casino, (collection at meeting July 9, 1893)	34 75
Porter, Miss Helen	140 00
Powers, Mrs. T. H	<b>5,50</b> 0 00
Prescott, Mrs. Oliver	70 00
Prichard, Miss Ellen M	20 00
Prime, Miss Mary R	10 00
Pryer, Miss Adeline C	10 00
Purves, Alex. P	
	70 00
Putnam, Mrs. Mary Lowell	70 00
Pyle, Wm. S	15 œ

<sup>\*</sup> I For Indian.

<sup>† 2</sup> For Indian.

Quincy, Geo. Henry	<b>5</b> 0 <b>0</b> 0
Randolph, Mrs. Evan. (Thro' Miss E. Morris)	70 <b>0</b> 0
Rainsford, Mrs. G. S	10 00
Reed, H. L. and Wm. E	70 00
Renwick, Henry B	250 00
Reynolds, Mrs. Mary G	30 00
"Rhinelander, The Julia and Serena Scholarships" A S*	140 00
Richards, Mr. and Mrs. Geo IF	50 00
" Miss J. E IF	30 00
Rider, Mrs. Carrie W	500
Righter, J. H	100 00
Riker, Mrs. Daniel S	75 00
Roberts, Miss Mary M	70 <b>0</b> 0
46 46 46	25 00
" "For purchase of maps for geography Dep't	25 ∞
" Prof	10 00
Rockefeller, The Misses Alta and Edith and John D. Jr., and Mrs.	
Chas. Strong	280 <b>c</b> o
Rogers, Mrs. Calvin	<b>9</b> ∞
" John	5 <b>o</b> o
" Hon. Sherman S A S	75 00
Rotch, Mrs. Wm. J	70 00
Ruland, A	30 00
Russell, Mrs. Henry S	70 00
" Miss Marian A S	70 00
" Thro' the Armstrong Ass'n, Boston	200 00
" Mr. and Mrs. S. T A S	70 00
Rust, Mrs. W. A., Thro' the Armstrong Ass'n, Boston	5 00
	•
Sage, Mrs. Dean	7° 00
Sankey, R. W	70 <b>00</b>
Saranac Lake, N. Y., Ampersand House, (coll. at meeting Aug. 14,	
1893)	60 21
Sarstoga, N. Y., Grand Union Hotel, (coll. at meeting Aug. 6, 1893).	36 <b>27</b>
Sawyer, Edward	1 00
School, Albany, N. Y., The Albany Academy, Students of A S*	20 00
" Dobbs Ferry, N. Y., Young Ladies of the Misses Masters'	
	<b>70</b> ∞
" Farmington, Conn., Young Ladies of Miss Porter's A S	<b>70</b> 00
Newburgh, N.Y., Young Ladies of the Misses Mackie's A S	<b>7</b> 0 00
" New York City, Berkeley, Boys of	4 <b>6</b> 0
" " Former pupils of Julia Gibbons	<i>7</i> 0 00
" Northampton, Mass., Young ladies of Miss Capen's A S	73 °4
" The Mary A. Burnham Classical for	
Girls, The Burnham House of AS*	71 <b>8</b> 0
" Tarrytown, N. Y., St. Johns, Miss'y Soc'y of A S*	75 ∞

<sup>\*</sup> I For Indian,

<sup>† •</sup> ForIndian.

Schuyler, Miss L. L. Thro' the Armstrong Association, N. Y	<b>3</b> 0 00
Scovil, Mrs. Esther J	4 00
Scudder, Rev. Henry M., D. D	30 00
Seabury, The Misses Carrie and Sarah E. and Mrs. Wm. Cook	<b>6</b> 0 ∞
Seaver, Miss Emily, Thro' the Amstrong Association, Boston	10 00
Sellew, Mrs. T. G	70 00
Serrell, Lemuel W	10 00
Sever, Miss Anne D. Thro' the Armstrong Association, Boston	15 00
"Shannon, The Mary and Mary C. Scholarship." A S	70 OO
Sharpe, Mrs. Elizabeth M	100 00
" Richard	100 00
Shattuck, Miss Mary	5 ∞
Shaw, Mrs. G. H	210 00
" Mrs. R. G	70 ∞
Sheldon, H	25 00
Shelton, Miss Sadie	1 00
Shepard, Mrs. Augustus D	25 ∞
" Sidney	100 00
Shields, Mrs. H. L	70 OO
Silliman, H. B	350 <b>00</b>
Simpkins, Miss Mary W	<i>7</i> 0 00
Simpson, Mrs. Evangeline, E. T	25 00
Slade, Miss Mabel	140 00
Slater Fund, The John F., Thro' Rev. J. L. M. Curry, D. D.,	
Chairman of Educational Committee. For salar-	
ies of certain teachers in the Normal and Industrial	
Departments	5,000 00
Slattery, Rev. John R	25 00
Slocum, Mrs. Wm. H	
	70 <b>00</b>
Smith, Chas. S	70 00 70 00
Smith, Chas. S	•
Smith, Chas. S	70 00
Smith, Chas. S.       A S         " Edward A.       A S         " "       "         " Miss Elizabeth P.       IF	70 00 70 00
Smith, Chas. S.       A S         "Edward A.       A S         ""       ""         "Miss Elizabeth P.       IF         "Mrs, James A.       IF	70 00 70 00 80 00
Smith, Chas. S.       A S         " Edward A.       A S         " "          " Miss Elizabeth P.       IF	70 00 70 00 80 00 20 00
Smith, Chas. S.       A S         "Edward A.       A S         "Miss Elizabeth P.       IF         "Mrs. James A.       IF	70 00 70 00 80 00 20 00 25 00
Smith, Chas. S.       A S         " Edward A.       A S         " Miss Elizabeth P.       IF         " Mrs. James A.       IF         " Wm. W.       A S         Smyth, Hon. Fred'k.       A S         Society, Roston, Mass., For Propogating the Gospel among the In-	70 00 70 00 80 00 20 00 25 00 140 00
Smith, Chas. S.       A S         "Edward A.       A S         "Miss Elizabeth P.       IF         "Mrs. James A.       IF         "Wm. W.       A S         Smyth, Hon. Fred'k.       A S	70 00 70 00 80 00 20 00 25 00 140 00
Smith, Chas. S	70 00 70 00 80 00 20 00 25 00 140 00
Smith, Chas. S.       A S         " Edward A.       A S         " Miss Elizabeth P.       IF         " Mrs. James A.       IF         " Wm. W.       A S         Smyth, Hon. Fred'k.       A S         Society, Roston, Mass., For Propogating the Gospel among the Indians and others in No. America, Arthur Lincoln,	70 00 70 00 80 00 20 00 25 00 140 00 70 00
Smith, Chas, S.       A S         "Edward A.       A S         "Miss Elizabeth P.       IF         "Mrs, James A.       IF         "Wm. W.       A S         Smyth, Hon. Fred'k.       A S         Society, Roston, Mass., For Propogating the Gospel among the Indians and others in No. America, Arthur Lincoln, Treas       IF         "Brattleboro, Vt., "Fessenden Helping Hand"       A S         "New York City, Christian Aid       IS	70 00 70 00 80 00 20 00 25 00 140 00 70 00
Smith, Chas, S	70 00 70 00 80 00 20 00 25 00 140 00 70 00
Smith, Chas. S.       A S         " Edward A.       A S         " Miss Elizabeth P.       IF         " Mrs. James A.       IF         " Wm. W.       A S         Smyth, Hon. Fred'k.       A S         Society, Roston, Mass., For Propogating the Gospel among the Indians and others in No. America, Arthur Lincoln, Treas       IF         " Brattleboro, Vt., "Fessenden Helping Hand"       A S         " New York City, Christian Aid       IS         " " " "The Lana ac Tela"       A S*         " Philadelphia, Pa., The Children's Aid       B F	70 00 70 00 80 00 20 00 25 00 140 00 70 00 500 00 70 00 30 00
Smith, Chas. S.       A S         "Edward A.       A S         "Miss Elizabeth P.       IF         "Mrs. James A.       IF         "Wm. W.       A S         Smyth, Hon. Fred'k.       A S         Society, Roston, Mass., For Propogating the Gospel among the Indians and others in No. America, Arthur Lincoln, Treas       IF         "Brattleboro, Vt., "Fessenden Helping Hand"       A S         "New York City, Christian Aid       IS         """"       "The Lana ac Tela"       A S         "Philadelphia, Pa., The Children's Aid       B F         "West Boxford, Mass., "The Gleaners' Missionary"       IS	70 00 70 00 80 00 25 00 140 00 70 00 500 00 70 00 30 00 70 00
Smith, Chas. S	70 00 70 00 80 00 20 00 25 00 140 00 70 00 500 00 70 00 30 00 70 00 18 75
Smith, Chas, S	70 00 70 00 80 00 20 00 25 00 140 00 70 00 30 00 70 00 18 75 25 00
Smith, Chas. S	70 00 70 00 80 00 20 00 25 00 140 00 70 00 30 00 70 00 18 75 25 00 70 00
Smith, Chas, S	70 00 70 00 80 00 25 00 140 00 70 00 30 00 70 00 18 75 25 00 70 00 150 00

r For Indians.

Stetson, Amos W	<b>6</b> 0 ∞
" Mrs. A. M	20 00
Stevens, F. J	35 ∞
Stewart, Mrs. Ella B	12 50
" Everett	12 50
Stockbridge, Mass., Casino. (coll. at meeting July 28, '93.)	44 00
" Proceeds of entertainment given by Miss E. H.	
Armstrong, Mar. 19, '94	60 <b>00</b>
Stokes, Anson Phelps	100 00
The Misses Caroline Pheips and Olivia E. P A 5	70 ∞
Stone, Mrs. Amasa A S	140 00
st st s	to 00
Stott, James	70 00
<u> </u>	50 00
St. John, Wm. P	140 00
" Mrs. Jonathan	70 00
"The Theodore, Scholarship"	30 00
Stowell, Mrs. Alexander	70 00 70 00
Swallow, Miss Hannah M.	<i>7</i> 0 00 5 ∞
"Miss Lizzie	5 00
Swan, Frank	70 00
	7 <b>0</b> 00
Talbot, Dudley	100 00
Tapley, Amos P	70 ∞
Tappan, Miss Mary A	70 °
Taylor, Mrs. Franklin E A S	<b>7</b> ○ <b>○</b> 0
" Dr. James M	10 00
Thomas, Ludlow	4 00
Thorndike, Mrs. J. H	100 00
Thorp, Miss Alice A	70 <b>00</b>
, Miss Dillity Collection of the Collection of t	1,000 00
Mais j. O. jii,	70 <sup>00</sup>
M113. Just 11	70 00
Thurston, The Misses Caroline and Ellen	140 00
Ticknor, Miss Anna E	500 00 70 00
Tomlinson, Mrs. Mary F	10 00
Tompkins, Mrs. Chas. B	30 00
Tooker, Nathaniel	35 ∞
Tuttle, Bronson 8	75 00
Turner, Mrs. Royal M	140 00
Tweedy, Edmund	100 00
Tyler, W. Graham	70 00
Vail, Mrs. S. M	70 <b>00</b>
Van Ingen, Mrs. E. H	70 00
the test test test test test test test t	30 00
" " Miss Louise	50 ∞
a For Indian	JC 00

<sup>\*</sup> I For Indian.
† 2 For Indian.

Van Vechten, Mrs. John.	4 00
Van Winkle, Miss Mary D	70 <b>0</b> 0
Voorhees, J. H	5 00
Wade, Mrs. Robert	10 00
Wainwright, Miss R. P	<b>5</b> 0 00
Waring, Mrs. Chas. B	30.00
Warner, Redwood F	70.00
Warren, Mrs. Susan C	140 00
Washburn, Miss Lucy M	25 00
Waterville, N. H., Elliott Hotel, (coll. at meeting, Sept.'93) A S*	70 00
44 44 45 44 44 44 45 45 45 45 45 45 45 4	15 00
"We are Seven," Scholarship	70 OC
Contributed by Mrs. H. K. Armstrong,	,
Miss Mary E. Atkinson,	
" Abby E. Cleaveland,	
" Lucy D. Gillette,	
" Susan P. Harrold,	
Mrs. Irene Stansbury.	
" Isabel N, Tillinghast.	
Webster, F. G., Thro' the Armstrong Association, Boston	25 00
Welsh, Mrs. Harriet A	140 OC
Westport, N. Y., Westport Inn, (coll. at meeting Aug. 19, 1893)	24 50
Wheeler, Miss Emily M	70 00
" Mr. and Mrs. J. D	70 OC
Whitall, Mr. and Mrs. James	140 00
White, Alfred T	140 CC
White Mountains, N. H., Crawford House, (coll. at meeting Aug. 24,	30 W
1893)	62 92
Whittemore, Mrs. Augusta Stone	50 00
Wild, Jos	•
• •	25 00
Willate Man Coulin	25 00
Willets, Mrs. Lydia	10 00 70 00
Williams, Miss C. L.	75 00
Louise H	
" The Misses	25 00
Winchester, Mrs. Jane E	70 00
Winthrop Scholarship, Interest on	140 00
Wister, Mrs. Salah B	50 00
Witherby, Mrs. S. H	70 <b>0</b> 0
Wolcott, Mrs. J. Huntington	5 00
wolcott, Mrs. J. Auntington	140 00
Wood, C. D	500 00
" Mrs. George	70 00
	70 00
Woods, Henry A S¶	700 00
Worcester, Mrs. Mary S	30 <b>00</b>

<sup>\* 1</sup> For Indian.

¶ 5 For Indian.

Wright, Miss Abigail D IF	50 00
Young, Miss Ellen	1 00
Endowment.	
Anonymous, " Draft No. 94,197"	50 00
Billings, Miss Elizabeth. "The Fred'k Billings (Permanent) Schol'p"	1,500 00
Davenport, Eliz. W., Estate of, Thro' Selah B. Strong, Executor	1,500 00
Lowell, Miss Georgina, Thro' the Armstrong Ass'n, Boston	100 00
Perkins, Estate of Mrs. Sarah E., Thro' J. C. Parsons, Executor	1,000 00
Pickering, Mrs Henry	500 00
Pierce, Miss L. F	5 00
Pond, Estate of Harriet M., Legacy of \$4,000 less Inheritance Tax.	3,800 00
Rogers, Mrs. Calvin, Thro' the Armstrong Association, Boston,	5 00
" Miss H. B	5 00
Taggard, Mrs. Susan E., Thro' the Armstrong Association, Boston	25 00
Tappan, Miss M. A., """ "" "" "" "" "" "" "" "" "" "" "" "	100 00
Ticknor, Miss Anna E, "" " " " " " " " " " " " " " " " " "	200 00
Wilcox, Estate of Miss Harriet N., Thro' Wm. Bulkley, Executor	1,000 00
Premium on sale of 2 Union Pacific Bonds given by Lucius Clapp	70 80
Gain on Sales of Endowment Securities	1,723 00
Cam on Date of Discont Coulings	-,,_3 00

#### Material Donations,

Allen, Mrs. C. H—r bbl. clothing.

American Bible Society—Bibles valued at \$78.75.

Bernard, L. F. S.—I bbl. clothing and toys. Brower Bros.—Letter files.

Capron, Mrs. E. C .- 1 box Christmas Gifts.

Clark, Edward E .- I Boston blue book.

Cleveland Twist Drill Co.,—2 checks for Machine Shop, Drills and taps valued at \$30.25.

Coats Thread Co., The-20 dozen J. and P. Coats best 6 cord spool cotton.

Dodge, W. E.-1 vol. "Centennial of Inauguration of Washington."

Freedman's Aid Society.—I bbl. bedding.

Goodman, Mrs. A. C.—r bbl. clothing.

Hammacher Schlemmer & Co.—400 Maple Dowels.

Home Mission Union.—r bundle clothing.

Hawley, Mrs. John S.—r box books, pictures, toys, etc.

H. B. O.—r parcel for Sewing Class.

Huntington Free Library.—3 pkgs. papers and 2 pkgs. periodicals.

Hampton Club.—r bbl. new and old clothing and 145 sheets, 187 slips, r box Clothing.

Jessop, Wm. & Sons.—2 bundles bar steel. Jordan, Mrs. M. C.—1 pkg pamphlets.

Ladies' Sewing Circle.-1 bbl. new and old clothing.

Massey, Hon. J. E —12 copies "School Laws of Virginia." Maxwell, Mrs. Agnes S.—2 boxes magazines.

Moore, C.—1 box magazines and papers.

Peabody, Geo. F.-1 Vol. for Library. Perkins, L. D.-1 box clothing.

Schermerhorn & Co.—2 pkges. periodicals. Shaw, Mr. Francis.—1 registered Jersey bull calf. Slattery, Father Joseph.—1 book.

Talbot, W. R.—I electrical machine. Taylor, Rev. J. M.—I box hymn books.

Wayland, Mrs. Francis.-1 piano.

Y. M. C. A., Wilmington, Del.,—I box papers.

### Appropriations by State of Virginia.

Proportion of Interest on State Land Fund Investment....\$10,329 36
" Agricultural and Mechanical College Fund
appropriated to the State by U. S. Government..... 6,333 34

\$16,662 70

#### Interest and Rents.

On .	\$30,000	Bonds.	Rio Grande Western Railway's	1,200 90
"	25,000	"	New York, West Shore and Buffalo R. R4's	1,000 00
"	25,000	"	Rio Grande Western Railway's	
	•		Interest \$1,000, paid to giver of fund invested	
			in these bonds, under agreement that it shall	
			be paid to him and his wife during their lives.	
66	24,000	**	City of St, Paul (\$1,080, less credited Sinking	
	••		Fund, \$80)	1,000 00
. "	23,000	• •	Cleveland, Cincinnati, Chicago and St.	•
	-		Louis R. R4's	920 00
"	20,000	44	Chicago, St. Louis and Paducah R. R5's	1,000 00
66	22,000	**	Edison Electric Illuminating Co., Brooklyn 5's	1,160 00
"	20,000		United States Leather Company6's	283 17
"	18,000	"	Lehigh Valley R. R43/3's	810 00
"	15,000	**	Mexican Northern Railway 6's	900 00
46	12,000	64	St. Louis, Iron Mountain and Southern R'y.5's	<b>6</b> 00 00
**	10,000	Ç	Bath and Hammondsport R. R5's	500 00
**	10,000	44	Belleville and Southern Ill, R. R. \$800,00) 8's	500 00
			Less 3 per ct. applied in reduc-	
"		**	tion of premium paid 300,00)	
٠.	10,000	66	St. Paul and Duluth R. R	500 00
	10,000	44	Buffalo Street Railway5 s	500 00
"	•	**	Edison Electric Illuminating Co., N.Y5's	500 00
46	10,000	**	Pittsburgh and Western R. R4's	500 00
"	10,000	61	Kanawha and Michigan R. R4's	400 00
	10,000		come Bonds Chicago, St. Louis & Paducah R.R.	400 <b>0</b> 0.
On			Southern Pacific Railroad of New Mexico6's	175 00 600 00
On	10,000	DONUS	Rochester Street Railway5's	500 00
	•	**	Burlington and Missouri River in Nebraska.6's	360 00
44	6,000	46	Coeur D'Alene Railw'y and Navigation Co. 6's	165 00
66	5,500	• "	Grand Ave. Cable Railway, Kansas City5's	250 00
46	5,000	**	Baltimore Belt Railroad5's	250 00
46	5,000	**	Carbondale and Shawneetown R. R4's	200 00
66	5,000	**	St. Louis and Iron Mountain Southern R.R. 7's	70 00
66	1,000	"	Chic., Burlington & Ouincy R.R. Debenture 5's	50 00
66	1,000		Atchison, Topeka and Santa Fe R. R 4's	20 00
**	•		Merchants National Bank of Baltimore	350 00
66	_	shares	Meridan Cutlery Co	30 00
	40		Mendan Canery Co	30 00

	per cent.	15,693 17 112 50 1,538 33 48 50 8 50 550 16
"Bank deposits—N. Y. Life Insurance & Trust Co.  Howard National Bank, Boston.  Third """  State Trust Co., New York,	\$283.73 142.55 85.08 28.01	
Rent of 43 acres of Land to National Soldiers' Home " "Cottages and Rooms		539 37 1,075 00 849 50
Less Interest on "Winthrop Scholarship" tran	sferred	20,414 53 50 00
		\$20,364 53
" Plantation Songs " According Sales		\$32 <b>2</b> 7
Sales	\$32 80 53	
Less freight	\$32 80 53	
Sales  Less freight  United States Indian Students A	\$32 80 53 ——————————————————————————————————	
Less freight	\$3,2 80 53 ——————————————————————————————————	
Less freight	\$3,2 80 53 ——————————————————————————————————	<b>\$</b> 18,150 <b>28</b>
Less freight	\$3,2 80 53 ——————————————————————————————————	

\_\_

# Real Estate and Improvements.

•	
r house and let purchased	\$1,000 <b>0</b> 0
Hemenway	1,500 00
Cost, complete, of Greenhouse and machinery.	
	1,915 76
Additional outlay on new sewer system Additional outlay on Steam Plant.	226 97
Putting in 2 new boilers and edging grinder ma-	•
chine—sundry materials and labor	\$1,709 60
Edging grinder	267 00
Engine and belt for running edging grinder	345 27
1 Hine eliminator	
I Hine eliminator	57 20
	2,379 °7
General repairs and improvements:	
Repairs to sundry buildings	2,611 95
" steam, gas, water and drain pipes.	I,394 II.
Grading grounds and roads	1,379 37
Repairs to wharves, grounds and fences	154 55
Acpairs to what ves, grounds and rences	- · · · ·
-	5,539 98
	\$12,561 <i>7</i> 8
Fire Departmen	t.
Constructing water conductor for fire engine	£007 66
725 feet hose and couplings	_
96 buckets	
Hose shelves, axes, etc	, 4I 83
	<del></del>
Furniture.	
	_
Sundry pieces furniture for offices and school rooms	···· \$158 46
<u> </u>	
School Books and App	oaratus.
Books purchased during the year \$2,118 50	5
Less sales to students 1,600 72	1
	- 517 83
	3-7 -3
48 flannel suits for girls' gymnastic classes.	
Miscellaneous class room apparatus	154 95
wiscendieous class foom apparatus	154 95 31 42
Misceredicous class foom apparatus	
Misternancous Class 100in apparatus	31 42
Miscerenteous class 100m apparatus	31 42

# Library Books and Expenses.

r Cabinet	8 75
<del>-</del>	\$296 2
Museum.	•
I show case and stand	<b>\$</b> 60 44
Petrified wood	•
Geological specimens	
	\$68 4
Students' Brass Band Outfit.	
6 Tenor Drums	<b>\$</b> 32 64
3 Fifes	
I B flat Clarinet	
r Bass Viol	15 00
Whittler School Outfit	<b>≸</b> 63 3
	\$48 37 9 <b>7</b> 0
Books	\$48 37 9 <b>7</b> 0
Permanent Industrial Exhibit.  Products of the Institute's various industries placed on exhibition "Marshall Hall," (Library Building), cost assumed on gen	\$48 37 9 70 
Permanent Industrial Exhibit.  Products of the Institute's various industries placed on exhibition	\$48 37 9 70 
Permanent Industrial Exhibit.  Products of the Institute's various industries placed on exhibition "Marshall Hall," (Library Building), cost assumed on gen	\$48 37 9 70 
Permanent Industrial Exhibit.  Products of the Institute's various industries placed on exhibitio  "Marshall Hall," (Library Building), cost assumed on generaccount.	\$48 37 9 70 
Permanent Industrial Exhibit.  Products of the Institute's various industries placed on exhibitio "Marshall Hall," (Library Building), cost assumed on genaccount.  Salaries.  ADMINISTRATION.  Rev. H. B. Frissell, Principal	\$48 37 9 70 \$58 o on in neral \$1,214 5
Permanent Industrial Exhibit.  Products of the Institute's various industries placed on exhibitio "Marshall Hall," (Library Building), cost as umed on gen account.  Salaries.  ADMINISTRATION.  Rev. H. B. Frissell, Principal	\$48 37 9 70 

M. M. Waldron, M. D., School Physician	Board	and	60e oo
Frances Weidner, M. D., " part term	**	**	150 <b>0</b> 0
Elizabeth Clark, Lady Principal	46	"	600 <b>00</b>
R. R. Moton, Disciplinarian	Room	"	800 00
Allen Washington, Drill Master and Asst. Discipli-			
narian	Board	and	300 00

#### ACADEMIC-NORMAL AND EVENING SCHOOLS.

Elizabeth Hyde, in charge	Board	and	<b>\$</b> 600 00
Helen W. Ludlow	"	"	400 00
Myrtilla J. Sherman	**	4.	400 00
Mary A. R. Hamlin	"	"	400 00
Jane E. Davis	**	66	400 00
Jane S. Worcester	••	"	400 00
Dora Freeman	**	"	400 00
Emma Johnston	**	**	460 <b>0</b> 0
Mary W. Nettleton	"	46	350 00
Annie Reecher Scoville	**	44	300 <b>00</b>
Marion Metcalf	"	**	300 00
Emily H. Veits	44	66	300 00
Jessie F. Andrus	"	"	335 ∞
Winnie O. Nash	**	"	250 <b>00</b>
Fannie L. Pierson	"	**	250 00
Bernette Bacheler	"	"	<b>250</b> 00
Catharine Condell	**	66	250 <b>0</b> 0
Bessie Cleaveland	44	"	400 <b>00</b>
Mary G. Clark	**	**	300 00
Pearl F. Pond.	"	44	250 <b>00</b>
Cora L. Moore	"	"	250 00
Flora F. Lowe	••	"	250 ∞
C. Gussie Adams	"	"	250 00
Leonora E. Herron, Librarian	••	"	225 ∞
F. G. Rathbun, Teacher of Band and Vocal Music,			
part term			50 00
Alice M. Bacon	Board	and	300 00
Louise H. Armstrong			
Mabel Otis	Board		
Helen V. Barton, Teacher at Hemenway Farm	**		
Anna L. Bellows	46		
Grace Howes	**		
Harry D. Howe, part term			30 <b>0</b> 0
Rosina M. Kidd	Board	and	250 00

#### INDIAN SCHOOL.

Josephine E. Richards, Principal	Board a	nd	<b>≨</b> 4∞ <b>∞</b>
Orie O. Brown	16	66	250 00
Clara M. Snow	**		300 00
Ada L. Cleaveland	"	es	250 00
Carrie M. Semple	**	44	231 25
Alice I. Boardman	"	40	250 00
Mary A. Price	**	"	250 00
21a.y 11, 11100			
INDUSTRIAL DEPARTMENT	NTS.		
+Geo. W. King, Manager Pierce Machine Shops	Room	and	\$1,000 00
tGalba Vaiden, Engineer	Board a	ınd	1,380 00
†Chas. W. Betts			1,040 00
tC. C. Tucker, Manager Huntington Annex Tech-			
nical Shop	House	rent and	900 00
†Mary T. Galpin, in charge of Sewing Department	Board	and	400 00
tNina B. Forsythe, in charge of Dressmaking Dept.	66	44	220 00
†Jesse W. Williams, Tailor	••	66	444 00
tHenry B. Jordan, in charge of Hemenway Farm	• •	66	400 00
tGeo. J. Davis, Assisant Farmer	House	rent and	580 ∞
†John H. Evans, " "	Board a	and	400 00
*C. L. Goodrich, Instructor in Horticulture and Ag-			
riculture	**	**	500 00
Emily M. Colling, in charge of Cooking classes	"	46	300 ∞
L. A. Otis, Sewing classes, part term	**	"	75 OO
BOARDING AND HOUSEKEEPING D	)EPART	MENT.	
Mrs. H. H. Titlow, Matron	Board a	-nd	<b>\$</b> 400 00
Sarah M. Howland "	DOMIN 1	4.6 MIG	300 00
Mrs. M. F. Andrus, Housekeeper	• 6	**	250 00
C. S. Blodgett, Assist. "	46	"	211 11
Mrs. Lucy A. Seymour, Matron in Building for			211 11
Indian Girls	**	**	250 00
Helen Townsend, Matron in Building for Indian			230 00
Girls	"	**	212 50
Georgia Washington, Matron in Building for Indian			212 3
Girls, part term	**	44	87 50
Vincentine T. Booth, Matron in Building for Indian			٠, 30
Girls	66	66	180 00
Clara Woodward, in charge of Laundry	46		250 00
Sarah A. Clements, in charge of Laundry	"	44	245 83
Harriet E. Judson, in charge of Diet Kitchen	"	• •	<b>2</b> 00,00
Grace Showers, Assistant Matron in Boarding Dept.	**		312 50
Abby C. Clapp, Housekeeper at Hemenway Farm.	**	**	100 00
, , , , , , , , , , , , , , , , , , , ,			

<sup>†</sup> Salary Charged to Industrial Department.

\* Part Salaries Charged to Industrial Departments.

Susan A Dames Agat Harrachanna at Haman	_	
Susan A. Berry, Asst. Housekeeper at Hemenway Farm	Board and	105 74
	or or	
Clara A. Blakeslee, Nurse in Hospital		250 00
mary b, Kingsiey,	16 11	175 ∞
pertuavan Denouign, part term.	"	100 00
Mary Louise Burgess, " " " "		192 50
Emily L. Austin, Manager Abby May Home		
F. D. Banks, Head book-keeper		\$1,050 00
Linwood M. Bullock, book-keeper		500 00
Chas. H. Gibson, "		540 00
Harris Barrett, "	1100111	800 00
Wm. L. Brown, Cashier	Board and	700 00
Cora M. Folsom, Special Correspondent, &c		400 00
Emily K. Herron, Special Clerical Work		250 00
Mrs. S. K. Goodrich, "" "	4. 44	300 00
Mis. S. K. Goodiich,	44 44	•
Mrs. ri. ri. 11110w, part term.	16 46	50 <b>0</b> 0
Mrs. L. A. Otis,	** **	150 00
Maly A. Iuckei,		80 ∞
Fred D. Wheelock, clerk and teacher,		540 OO
Fred D. Gleason, "		<b>30</b> 0 00
Jos. S. Leach "	Room and	235 48
Wm. H. Daggs, Solicitor of Aid for the School.		870 <b>o</b> o
Geo. W. Brandom, Missionary part year	•	205 59
,		

# Subsistence-"Teachers' Home" Account.

# Charges,

Provisions and sundry table supplies	\$ 9,825 06
care of rooms 6,034 28	
Outside labor—special cleaning and laundry	
Work 227 19	
	6,261 47
Steam for heating rooms, cooking and laundry, coal and wood for kitchen, laundry and	
teachers' quarters	2,392 61
Gas and lamp light	544 62
Soap, and sundry materials for laundry and	acres :
cleaning	235 74
Crockery, glassware, cutlery, etc	156 45
Towels, bedding, napkins and curtains	100 26

Brought Forward	19,516 21	
Repairs to furniture	154 84	
Tinware and cooking utensils	71 96	
Miscellaneous expenses -brooms, pails, brushes,		
etc	376 20	20,119 21
Credits.		
Received from School officers and guests for		
board	1,611 24	
Charged Industrial Departments for board of		
employés	1,315 76	
Board of students employed at "Teachers'		
	1,474 50	4,401 50
		<del></del>
Net Subsistence Account	,	\$15,717 71
<del></del>		
Traveling Expenses.		
Fares and incidental traveling expenses of teachers, cler	k٠.	
etc		
Fares and incidental traveling expenses of Curators	ınd	
Trustees	••• 137 75	
		\$1,876 75
		A1,0/0 /2
		<b>\$1,070</b> 73
		<b>\$1,</b> 070 73
Sundry Expenses Accou		<b>91,070</b> 75
Sundry Expenses Accou		<b>\$1,070</b> 73
Academic Expenses: Heating, \$1,548.90, and lighting, \$1,798.60, Academic		<b>91</b> ,070 73
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study	nţ.	<b>\$1</b> ,070 73
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	nt. \$3,347 50	<b>91</b> ,070 73
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	<b>53,347</b> 50 329 13	<b>\$1</b> ,070 73
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19	<b>A</b> 11010 \2
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06	<b>A</b> 11010 \2
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19	A11010 \2
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall.  Paper, blanks, pencils, chalk, etc  Music  Janitors, (Students)  Repairs to furniture	\$3,347 50 329 13 97 19 461 06 40 37	Arioto 12
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13	4,474 88
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13 79 50	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13 79 50	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13 79 50	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13 79 50  715 17 1,202 03	
Academic Expenses:  Heating, \$1,548.90, and lighting, \$1,798.60, Academic Hall, Science Building, Library and Girls' study hall	\$3,347 50 329 13 97 19 461 06 40 37 120 13 79 50  715 17 1,202 03 827 27	

Brought Forward	4,262 77 72 67
Interest on temporary loan to meet current ex- penses	192 33
School business	566 62
Publications and Meetings:	
Principal's and Treasurer's Annual Reports Sundry circulars of information and postage on	388 75
Expenses of meetings in the North in the interest of Negro and Indian education: traveling and inci- dental expenses of Principal, Chaplain, student singers and speakers; printing announcements	520 74
and invitations, hall rents, etc	3,831 17
Miscellaneous Expenses:	
Services of students—messengers, guards and gener-	
al duty men	1,161 93
Outside employés, watchman and porter	639 W
Team hire and hauling	674 <b>0</b> 0
Labor and teams, cleaning roads, grounds, etc  Battalion, Fire Department, sanitary and sundry	709 25
discipline expenses	604 23
Expenses of Missionary work	<b>169 5</b> 0
Students' Brass Band expenses	385 21
Lighting Gymnasium, Fire Engine House and Lex-	
ington Cottage	230 12
Steam heating Lexington Cottage	51 51
Anniversary expenses	213 69
Sundry expenses—special pulpit supply, furniture,	
repairs, etc	446 72
Less charges to students for incidentals. 488.25 Discipline fines	5,284 16
	506 95

### World's Fair Exhibit.

# Charges.

Sundry expenses connected with management of Exhibit July, Aug., Sept. and Oct. '93.....

Brought Forward	1,072 70
Return on account dormitory lease	1,030 76
Dr. balance	\$ 41 94
Insurance.	
Insurance of buildings and personal property, paid for 1, 2 and 3 years	
Less prepayment held in suspense to be transferred to Insurance account when due	
	3,738 41
Interest on loan to pay insurance	147 36
* 1 177 Y 177 1 6 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	3.885 77
Less charged H. I. Works for insurance on buildings, machinery and stock	1,268 go
machinery and stock	
	\$2,617 27
Southern Workman.	
Charges.	
Cost of publishing	1,660 88
Credits.	-
Subscriptions	646 75
Dr. Balance	1,014 13
Whittler School Expenses.	
Salary of teacher of Cooking	)
Fuel 161.05	
Less allowed by County 75.00	
86 og	
Materials for Kindergarten and Cooking classes 146 94	
Sundry (urnishings and expenses 120 50	)
•	\$658 58
Lectures.	
Special instruction of Cadet officers	

#### Reading Room. Indian Fund Outlays. Expenses of Indian students provided for by private contributions: Board, room, fuel, light, laundry and medical expenses at \$10, per month each ..... \$854 38 Clothing, shoes and toilet articles .... ... 662 27 Books, and incidental expenses..... 34 06 1,947 33 Services of Rev. J. J. Gravatt, 3 months, and Rev. C. B. Bryan, 71/2 months, in charge religious work among the Indian students..... 200 00 Miscellaneous expenses on Indian account..... 54 16 - **\$2,201** 49 Beneficiary Fund Outlays. Less forfeited by unsatisfactory students.... 454 II Expenses of distributing reading mat'er, pictures, etc., among graduates and other ex-students of the School 8g 21 \$543 3ª Students' Accounts. Charges. Board, room, fuel, light, laundry and medical expenses at \$10 per month each...... \$44,728 28 Clothing and toilet articles from Sewing and Tailoring Department..... 5,901 15 Shoes and shoe repairs ..... 1,720 37 School books..... 1,353 63 Stamps and stationery. ...... 628 20 Cash \$1,893.61 and bills of dentistry, freights, etc. \$178.11 chiefly allowances on account of earnings..... 2,071 72 Incidental fees at 75c. per term..... 387 ∞ Miscellaneous Charges-breakage, discipline fines, room keys, etc......... ..... ...... 309 53 57,099 88 Credit balances transferred to account "Ex-students"... 1,529 69 58,629 57

#### Credits.

Earnings in Boarding Department	\$15, <b>24</b> 1 <b>9</b> 9		
" Teachers' Home	5,928 80		
" as Office Orderlies, Janitors, Watch-			
men, General Duty-men and			
Band-men	3,159 °3		
" in Holly Tree Inn	541 10	•	
" Abby May Home	741 6 <b>6</b>		
•		25,612 58	
" on Whipple Farm	4,895 1 <b>9</b>		
" Hemenway Farm	1,344 92		
" in Conservatory, gardens and roads	720 37		
		6,960 48	
" Wheelwright and B'ksmith Shops	1,941 17		
" Pierce Machine Shops	1,794 29		
" Engineer's Department	1,146 55		
" Huntington Industrial Works	4.918 71		
" Huntington Annex Repair Shop	1,101 61		
" Paint Shop	543 49		
" "Harness Shop	444 22		
" Shoe Shop	641 83		
" Knitting Room	1,917 30		
" Sewing and Tailoring Dep't	3,491 II		
" Dressmaking Department	425 12		
" Technical Sewing Class	18 <b>2</b> OI		
" Printing Office	1,084 44		
		19,631 85	
		52,204 91	
Allowances from Beneficiary Fund		497 14	
Cash, \$2,447.21, and earnings in the services of		437 -4	
officers and teachers, \$337.31		2,784 52	
Dr. Balances transferred to account "Ex-Stu-		-77-4 3-	
dents."		1,75° 95	
			57,237 52
Dr. Balance			\$ 1,392 05
Ex-Students' D	ebits.		
Dr. Balances from students' accounts		\$1,750 95	
Cash in settlement of accounts		63 76	
Sundry charges in settlement of accounts		• • •	
Sundry charges in settlement of accounts	•••••	59 36	- 9
			1,874 07

Brought Forward  Ex-Studen			•••••
Cr. Balances from students' accounts .			1,529
Cash			178
		-	
Dr. Balance of students' Dr. Balance of Indian st	accounts	as above.	
Hemenw	 /ay Fa	rm.	
Che	arges.		
Expenses of the year: Students' labor	519 35 400 00 tpenses	2,284 27 1,344 57 475 16 409 43 160 00 328 65 306 25 23 90 340 02  1,206 40 5,025 25	<b>5,67</b> 2 ;
Accounts receivable	•••••	50 ∞	6,281
C	edits.	•	
Sales to the School:			
Beeves, lambs and calves	346 64		
Vegetables, poultry and butter	314 08		
Hay and oats	793 36		
Straw	67 ∞		
Pasturing	8 <sub>7</sub> ∞		
Board of students in "Hemen-	-		
way Home"	228 OO		
		1,836 08	
Cash sales		731 30	
			2,56

To an a T 1 and a	.,	,307 30	1933 9-
Inventory July 1st, 1894:			
Carts, wegons, implements, tools and harness	·6		
	161 70 166 90		
	-		
Accounts receivable	35 <sup>25</sup>	,163 85	
		,,103 03	8,731 23
Dr. Balance		,	\$ 3,222 67
,,		,	, J,,
Conservatory.			
Charges,			
charges,			
n ( )			
Expenses for the year:			
Students' labor 524 15			
Salary of manager 400 00			
	924 15		
Seeds and plants	228 3T		
Flower pots, tools, etc	198 63		
Fuel	96 16		
Manure, repairs and sundry expenses	174 22	- 6	
		1,621 47	
Inventory July 1st, 1893:	_		
Stock	637 24		
Tools	52 15		
Accounts receivable	43 96	700 05	
		733 35	2,354 82
			2,334 02
Credits.			
Creuns.			
Cash receipts			
Plants and flowers, supplied School, and care of	518 93		
flower gardens and lawns	561 58		
nower gardens and lawns	-	1,080 51	
Towardson Tulmant again		1,000 31	
Inventory July 1st, 1894:	470.04		
Stock, plants, flower pots, etc	410 24		
Accounts receivable	131 86 16 14		
Accounts receivable	10 14		
		558 24	
		<del></del>	1,638 75
Dr. Balance			\$ 716 07
			- //

Brought Forward.....

# Wheelwright and Blacksmith Shops.

#### Charges

Dr. Balance			\$ 1,390 97
		4,941 91	10,810 22
*Accounts receivable	1,683 13		
Machinery and tools	550 45		
Stock	2.700 33		
Inventory July 1st, 1894:		5,868 31	
Work for School Departments	1,469 44	. 0/0	
Cash receipts	4,398 87		
Credits,			
			12,201 19
1100041113 10001111310111111111111111111		5,396 71	
Machinery and tools	519 14 2,547 64		
Stock	2,329 93		
Inventory July 1st, 1893:		0,004 40	
Miscellaneous expenses	108 73	6.804 48	
	3,5 <b>2</b> 6 25		
Wages of foremen 1,563 50			
Students' labor 1,962 75	517 5		•
Expenses for the year: Stock and tools	3,169 50		

\* Note: Contains \$640.12 charged to Profit and Loss;

Five years accumulation of unpaid bills, non-collectable.

# Pierce Machine Shops.

#### Charges.

Amount Forward	19,006.14
<del></del> -	8,133 69
Salary of manager 1,000 ∞	
Other "and foremen 4,982 69	
Students' labor 2,151 ∞	
Steam power	927 86
One Engine, shafting and pulleys	100 00
carts, etc	9,844 59
Materials for machine work and for mak- ing trucks, wheelbarrows, cultivators,	
Expenses for the year:	

Brought Forward	19,006 14		
_			
Freights	550 46		
Miscellaneous expenses	479 22	_	
Towardson Inlances - Cons		20,035 82	
Inventory July 1st, 1893:  Machinery, tools and fixtures	9 0 50 50		
Stock	8,050 20		
	4,317 59		
Accounts receivable	1,366 07		
•		13,733 86	6. 60
			33,769 68
Credits.			
Cash receipts	10,080 59		
Sales to School Departments	1,333 63		
	<del></del> -	11,414 22	
Inventory July 1st, 1894:			
Stock			
Machinery, tools and fixtures			
*Accounts receivable	1,196 99		
		1 <b>5,77</b> 8 53	
			27,192 75
D D.1			46.6
Dr. Balance			\$ 6,576 93
* Note: Contains \$93.81 charged to Profit and			\$ 0,570 9 <b>3</b>
			\$ 6,576 9 <b>3</b>
* Note: Contains \$93.81 charged to Profit and			\$ 6,576 9 <b>3</b>
* Note: Contains \$93.81 charged to Profit and			\$ 6,576 <b>9</b> \$
* Note: Contains \$93.81 charged to Profit and	lectable.	enter SI	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col	lectable.	enter SI	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technica	lectable.	enter Si	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technica  Charges.  Expenses for the year:	lectable.	enter SI	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock	lectable.  al Carpo	enter SI	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock	al Carpo		
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock Students' labor	lectable.  al Carpo  \$53 312 04 358 50		
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock	\$53 \$12 04 \$58 50 \$50 \$50	14 9 <del>2</del>	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock Students' labor Wages of foreman Salary of instructor	\$53 \$53 \$53 \$53 \$53 \$53 \$53 \$53	92 ° 54	
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock Students' labor	\$53 \$12 04 \$58 50 \$50 \$50 \$50 \$50 \$50 \$50 \$50 \$	92 • 54 • 256	hop.
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technics  Charges.  Expenses for the year: Tools and stock Students' labor Wages of foreman Salary of instructor	\$53 \$12 04 \$58 50 \$50 \$50 \$50 \$50 \$50 \$50 \$50 \$	92 ° 54	hop.
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col  Huntington Annex Technica  Charges.  Expenses for the year: Tools and stock Students' labor Wages of foreman Salary of instructor  Miscellaneous expenses  Inventory July 1st, 1893:	\$53 \$12 04 \$58 \$0 \$50 \$50 \$50 \$50 \$50 \$50 \$50 \$	0 54 2 56 2,128 6	hop.
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col accumulation of unpaid bills, non-col Huntington Annex Technica Charges.  Expenses for the year: Tools and stock	\$53 \$12 04 \$58 50 \$50 \$50 \$50 \$50 \$50 \$50 \$50 \$	0 54 2 56 2,128 6	hop.
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col accumulation of unpaid bills, non-col accumulation Annex Technics  **Charges**  Expenses for the year:  Tools and stock  Students' labor.  Wages of foreman  Salary of instructor  Miscellaneous expenses  Inventory July 1st, 1893:  Machinery and tools.  Stock	\$53 \$12 04 \$58 50 \$50 \$50 \$61 \$63	0 54 2 56 2 3,128 6	hop.
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col accumulation of unpaid bills, non-col Huntington Annex Technica Charges.  Expenses for the year: Tools and stock	\$53 \$12 04 \$58 50 \$50 \$50 \$61 \$63	0 54 2 56 2 37 2,128 0 5 50 0 30 3 25	hop.
* Note: Contains \$93.81 charged to Profit and accumulation of unpaid bills, non-col accumulation of unpaid bills, non-col accumulation Annex Technics  **Charges**  Expenses for the year:  Tools and stock  Students' labor.  Wages of foreman  Salary of instructor  Miscellaneous expenses  Inventory July 1st, 1893:  Machinery and tools.  Stock	\$53 \$12 04 \$58 50 \$50 \$50 \$61 \$63	0 54 2 56 2 3,128 6	hop.

Brought Forward		•• •• ••	3,437 07
Credi	its.		
Receipts for the year:			
Sales to School Departments	•••	68 s	6
Cash receipts	• • •	317 3	5
			- 385 61
Inventory July 1st, 1894:			
Stock	•••	396 I	
Machinery and tools *Accounts receivable		1,139 9	
"Accounts receivable	•••	33 7	′5 → 1,569 84
			1,509 04
			-1933 43
Dr. Balance		•	<b>\$</b> 1,481 62
*Note: Contains \$7.70 charged to Profit	and Los	S;	
accumulation of unpaid bills, non-c	ollectabl	e,	
Huntington Anne	y Pan	air Cha	<b>n</b>
_		all Sile	ν.
Charg	es.		
Expenses for the year:			
Stock and tools		\$2,823 60	
Students' labor			
Wages of outside employés	385 18		
Salary of manager	874 50	_	
M:11		2,408 49	
Miscellaneous expenses		65 81	T 00T 00
Inventory July 1st, 1893:			5,297 9°
Stock		829 50	
Tools and fixtures		364 96	
Accounts receivable		480 32	
			1,674 78
			6,972 68
Credi	ts.		
Work for School:			
Carpenter work on new Greenhouse.	808 27		
Repairs to buildings	817 49		
Cabinet work	609 98		
Miscellaneous repairs, etc ,	588 43	•	
		2,824 17	
Cash receipts		<b>2,13</b> 6 36	
			4,960 53
Inventory July 1st, 1894:			
Stock		726 43	
Tools and fixtures		370 56 234 47	
-Accounts receivable		<del>-34 47</del>	1,331 46
			-133* 4~

Brought Forward		•	6,972 68 6,291 99
Dr. Balance			<b>\$ 68</b> 0 69
*Note: Contains \$18.20 charged to Profit and Loss accumulation of unpaid bills, non-collectable			
Paint Shop.			
Charges.			
•			
Expenses for the year: Stock and tools	2,170 13		
Wages of outside labor 1,006 17 Salary of manager 874 50			
Freights and Miscellaneous expenses	2,745 55 127 7°	5,043 38	
Inventory July 1st, 1893;		31-43 3-	
Stock	717 04		
Tools	48 95		
Accounts receivable	∞ 188	- 6.6	
		1,646 99 ———	6,690 37
Credits.			
Receipts for the year:  Cash receipts  Painting, Glazing and Upholstering on School	1,161 32		
account	3,992 68		
_		5,154 ∞	
Inventory July 1st, 1894 :			
Stock			
Tools	92 08		
*Accounts receivable	464 19		
-		1,463 55	6,617 55
Dr. Balance			\$ 72 82
			1-02

Note: Contains \$128.51 charged to Frofit and Loss; five years' accumulation of unpaid bills, non-collectable.

# Harness Shop.

# Charges.

Churges.			
Expenses for the year:			
Stock and Tools	e		
Students' labor 457 54	<b>#1,</b> 095 57		
Salary of Manager 715 50			
Oalary of Wanager 715 50			
Missellenesses	1,173 04		
Miscellaneous expenses	56 78		
		<b>2,</b> 325 39	
Inventory July 1st, 1893:			
Stock	2,689 12		
Tools	118 57		
Accounts receivable	808 77		
-		3,616 46	
			5,941 85
			2134- 03
Credits.			
Receipts for the year:			
Cash receipts	2.144 56		
Work for School	442 88		
_	<del></del>	2,587 44	
Inventory July 1st, 1894:		-130/ 44	
Stock	0.600 80		
Tools	_		
*Accounts receivable	153 82		
Accounts receivable	291 87		
		3,054 52	
	•		5,641 <b>9</b> 6
Du. D.1		•	_
Dr. Balance			<b>\$ 2</b> 99 89
* Note: Contains \$65.29 charged to Profit and I	oss :		
accumulation of unpaid bills, non-colle			
to an para string non conte	ctabic.		
·			
Vnikkin Dana k			
Knitting Depart	ment.		
Change			
Charges.			
Expenses for the year:			
Labor of students	. \$1,917 s	0	
Other employés :			
Finishers 630 g	<		
Foreman and assistant 534 o	•		
334	- 1,164 9	6	
Machine needles and repairs	75 2		
Freights			
Waste of yarn	37 4	-	
Miscellaneous expenses	64.7	4	

85 90

3,345 y6

Miscellaneous expenses .....

Brought forward	•••	3,345 56	
Inventory July 1st, 1893:			
Stock	414 30		
Machines, tools and fixtures	408 86		
•		823 16	
			4,168 72
Credits.			
Manufacturing 10,207 doz. pairs mittens for			
S. Brainard Pratt & Co., Boston	3,115 85		
Charges against student employes for excessive			•
breakage of needles and machine parts	37 97		
Petty receipts	2 50		
		3,156 32	
Inventory July 1st, 1894:			
Stock	344 26		
Machines, tools and fixtures	254 38		
		598 64	_
			3,754 96
Dr. Balance			\$ 413 76
Di, Dalance.			\$ 413 /0
Printing Office.—"Normal S	chool	Press."	
Charges.			
Expenses for the year:			
-			
Paper, envelopes, ink, blank books and sun- dry stationery and printing supplies	£ 2-6		
Students' labor	<b>94,</b> 150 55		
Other employés 3,062 99			
Manager's salary			
	5,266 18		
Freights, drayage and postage	196 64		
Steam power and heat	453 92		
Gas light	134 55		
Miscellaneous expenses	186 20		
•		10,394 04	
Inventory July 1st, 1893:			
Machinery, type, furniture and tools	3,140 51		
Stock			
Accounts receivable			
_		8,621 99	
	-	<del></del>	19,016 03

Brought Forward	•• ••••	•••••
Credits.		
Receipts for the year:		
Cash receipts	5,933 42	
Miscellaneous work for School	2,452 94	
Publishing Southern Workman	1,463 00	
" School catalogues and reports	448 25	
Credit sales to students	345 <sup>CO</sup>	
Inventors Inly set son.		10,642 61
Inventory July 1st, 1894:  Machinery, type, furniture and tools	3,042 20	
Stock	2,614 87	
*Accounts receivable	2,527 86	
<del>-</del>		8,184 93
	-	
Dr. Balance		_
* Note: Contains \$931.28 charged to Profit and Lo	<b>ss</b> :	
five years' accumulation of unpaid bills, n		able.
Abby May Hom	e.	
(Special Classes in cooking, serving and ge	neral hous	e-work).
Charges.		
Credit to girls for services		
Credits.		
Board of apprentice girls		. 642 66
Cash receipts		
Dr. Balanca		
Dr. Palance	•• •••••	•
***		
Dressmaking Depart	tmenı.	
Charges.		
Services of students		\$425 12
Salary and subsistence of manager		431 50
Materials and fixtures		334 37
Miscellaneous expenses	••••	59 04
•		

Brought Forward	••••	1,250 03
Credits.		
Cash receipts	)	
Inventory July 1st, 1894: Stock	625 65	
Fixtures	• •	
	107 83	733 48
Dr. Balance		\$516 55
Technical Sewing Class.		
Charges.		
Services of manager		
Materials and expenses	257 OI 226 79	483 8o
Credits.		4-5
Curtains and gymnastic exercise suits supplied the School		
		218 48
Dr. Balance	•	\$265 32
The Huntington Industrial Wo	rks.	
Charges.		
Students' labor Interest on loans Insurance	\$4,918 71 1,267 50 1,268 50	
Sundry charges-stock purchases from other Industrial Departments, etc	2,579 31	
. Credits,		10,034 02
Cash	1,756 09	
Building materials, etc. supplied the School		
Personal account transfers	130 02	
_		5,192 34
Dr. Balance		\$4,84T 68
June 30th, 1894, assumed by the Institute as cost of tuitien	1.	

## Whipple Farm.

Charges.

Expenses for the year:	
Students' labor \$5,090 78	
Other labor	
Proportion of salary of superintend-	
ent of Industries	
Salaries and subsistence of assistant	
farmers 1,240 80	
8,571 44	
Beeves for School supply 715 87	
Ice, bricks etc., School supply 1,410 61	
Stock feed—chops, bran, etc 4,357 84	
Live stock for raising 885 82	
Manure and fertilizers 1,030 46	
Carts, implements, tools and harness 487 21	
Seeds 129 33	
Repairs to carts, buggies, implements, harness	
and shoeing horses 568 50	
Miscellaneous expenses 393 26	
	18,550 34
Inventory July 1st, 1894:	
Carts, buggies, wagons, implements, tools and	
harness 3,761 80	
Live stock, produce, etc 8,891 50	
Accounts receivable 585 19	_
	13,238 49 31,788 83
011.	31,700 03
Credits.  Receipts for the year:	
Supplies to the School;	
Meats and poultry 2,240 99	
Micais and poultry and a contraction as	
Milk 3,960 90	
Milk	10 ask ss
Milk	19,728 23
Milk	
Milk	19,728 23 12,077 78 31,806 01
Milk	12,077 78 31,806 01
Milk	12,077 78
Milk	12,077 78 31,806 01
Milk	31,806 or \$ 17.18

## Engineer's Department.

Character .			
Charges.			
Expenses for the year:			
Students' labor			
Wages outside employès—boil-			
er firemen, engineers, fitters,			
etc 5,093 <b>2</b> 6			
Chief engineer's salary and			
subsistence			
	7,869 81		
Stock and tools	1 <b>,3</b> 63 74		
Freights and miscellaneous expenses	86 og		
Inventory July 1st, 1893;		9,319 64	
Machinery and tools	0 0-		
Stock	845 85		
	979 9I		
Accounts receivable—Open acct, against	0-		
Institute for unfinished work	2,321 87	4,147 63	
		4,14/ 03	13,467 27
			-3/4-7 -7
Credits.			
Receipts for the year:			
Firing boilers—labor	3,875 53		
Making gas "	374 25		
" laundry seap—labor	207 75		
Steam, gas and water fitting and miscel-			
laneous work for the school—labor and			
materials	5,957 °7		
Services of Chief Engineer superintend-	0,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
ing steam, gas, water and drain sys-			
tems	<b>1.630</b> ∞		
Cash receipts	135 68		
		12,180 28	
Inventory July 1st, 1894:			
Stock	677 46		
Tools	644 46		
		1,321 92	
			13,502 20
Cr. Balance			\$ 34 93
CI. Dalance			P 34 73
Shoe Sho	p.		
C1	_		
Charges.			
Expenses for the year;			
Students' labor	7 20		
	5 12		
Manager's salary 469	9 50	0-	
	1,701 ·		
Stock and tools	1,256		
Miscellaneous expenses	42	17 — 3,000 81	
	<del></del>	3,000 81	

•		
Brought Forward		3,00
Inventory Inland 10-1		3,
Inventory July 1st, 1893:		
Stock	<b>353</b> 39	
Tools and fixtures	233 49	
Accounts receivable	88 90	67
Credits.		
Receipts for the year ;		
Credit sales to students—new shoes and repairs	<b>C</b> o are 22	
Sales to Departments	53 78	
Cash receipts	615 12	
Casa receipts	015 12	0.47
Inventory July 1st., 1894:		3,41
Stock	<b>959 3</b> 0	
Tools and fixtures	352 19	
*Aecounts receivable	157 87	
"Accounts receivable	64 25	
-		57
Cr. Balance  * Note: Contains \$2.20 charged to Profit and Loss accumulation of unpaid bills, non-collecta	•	
Tin Shop.		
Charges.		
-		
Expenses for the year:  Salary of manager		
	- 502 88	
Stock purchases	625 94	
Miscellaneous expenses	28 52	
- ·· ·		1,15
Inventory July 1st, 1893:		
Stock	337 79	
Tools and fixtures	210 83	
Accounts receivable	70 98	
Transmit santians		61

Brought Forward	• • • • • • • • • • • • • • • • • • • •	••••••	<b>z,776</b> .94
Credits.			
Tinware supplied the school and tinwork on buildings, etc		- a-£ 0£	
Inventory July 1st, 1894:		1,396 96	
Stock	184 10	rha sa	
		567 17	1,964 <b>13</b>
Cr. Balance	••		\$187 19
* Note: Contains \$22.57 charged to Profit and L	oss :		<i>y</i> _0, 0 <i>y</i>
five years' accumulation of unpaid bills		able.	
Sewing and Tailoring I	Departm	ent.	
Charges.			
Expenses for the year: Students' labor			
and assistant			
Stock purchases	5,165 40 7,449 35		
stove	99 20		
Freights and miscellaneous expenses	287 55		
Inventory July 1st, 1893:	r	<b>3,00</b> 1 50	
Stock	2,514 21 181 35		
Accounts receivable	189 38		
		2,884 94	15,886 44
Credits.			
Receipts for the year;			
Credit sales to Colored students	5,901 15		
" " Indian "	4,987 19		
Sales to School Departments	2,431 51		
— — — — — — — — — — — — — — — — — — —	1,114 21	L434 OG	
	-		

Brought Forward		14, 434.06
Inventory July 1st, 1894 :   2,004 81     Stock	;	
		16,633 21
Cr. Balance		\$ 746 77
* Note: Contains \$1.92 charged to Profit and Loss; accumulation of unpaid bills, non-collectable.		
Boarding Department.		•
Charges.		
Provisions and sundry table supplies	\$21,7°7 75	•
ing 414 60	15,790 47	
Steam for heating, cooking and laundry, coal and wood		
for kitchen and laundry fires	6,562 80	
Gas and lamp light  Bedding, table-cloths, towels and curtains	1,658 19 890 21	
Crockery, glassware and cutlery	241 17	
Tinware and cooking utensils	390 <b>9</b> 8	
Brooms, brushes for cleaning, and pails	170 30	
Medical expenses	646 <b>3</b> 0	
ry	851 <i>7</i> 6	
Mending students clothing—Sewing and Tailoring Dept.	007 50	
Repairing and replacing furniture	927 50 702 63	
Miscellaneous expenses—water supply, care of drains, etc.	1,392 74	
Credits.		51,932 80
Charged students at \$10. each per month for board, rooms, lights, fuel, laundry and medical expenses.  Colored students\$42,155 30		
Indian " 10,086 99		
	52,242 29	
Room rent paid by employès	67 67	
MISCELLARGOUS Credits	51 07	52,362 03
· Cr. Balance		\$ 498 53

## HUNTINGTON INDUSTRIAL WORKS.

# BALANCE SHEET, June 30, 1894.

### ASSETS.

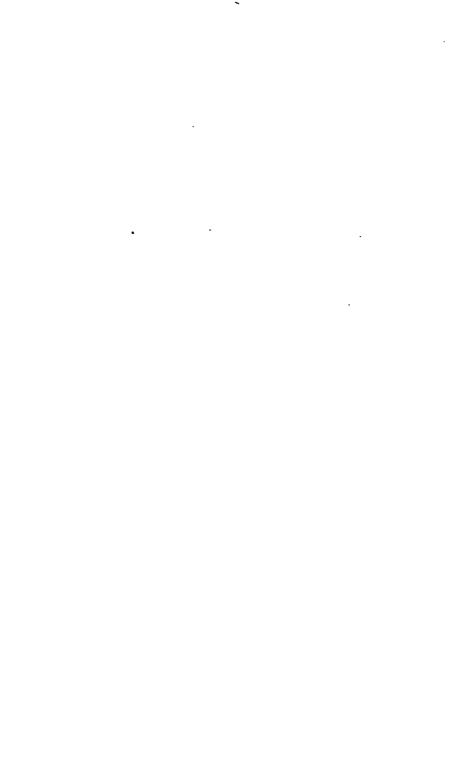
Merchandise as per Inventory	1	813,670 93	
Cash	•	1,226 19	
Accounts receivable		8,438 77	
Notes receivable		4,643 44	
20 Bonds-Newport News Shipbuilding and Dry		17 13 11	
Dock Co., par value		20,000 00	•
Improvement accounts		13,493 3 <b>5</b>	
Original Improvement Account	\$4,311 01	07.70 00	_
Special " "	3,215 20		•
Dry Kiln and Carriage,			
Lumber Shed and Addition	1,319 07		
Yard Improvements	77 00		
Boiler House Extension	1,173 26		
Heating Apparatus	535 40		
Shaving Blower Outfit	141 55		
-			
Machinery		5,347 70	
Raft Gear		2,346 49	
Logging Implements		4,497 94	
Tools		1,219 18	
Standing Timber		1,723 93	
Log advances		3.537 60	
Sloop "Charles Milton"		73 <sup>2</sup> 57	
Suspense account (doubtful accounts)		2,496 21	
		<u>-</u>	\$83 <b>,284</b> 30
_			
Liabilities.			
Accounts payable		391 04	
Loans		67,088 50	
H. N. & A. Institute-from Endowment		5	
Funds		1	
H. N. & A. Institute-from General Funds,			
Albert Howe			
•			
Discounted Notes		2,716 44	
Notes Payable		1,736 32	
			71,932 30
alance: Net capital			11,352 00
Net Liabilities July 1st, 1893			4,993 99
,			
Gain for the year,			16,345 og

# HUNTINGTON INDUSTRIAL WORKS, Continued.

### PROOF.

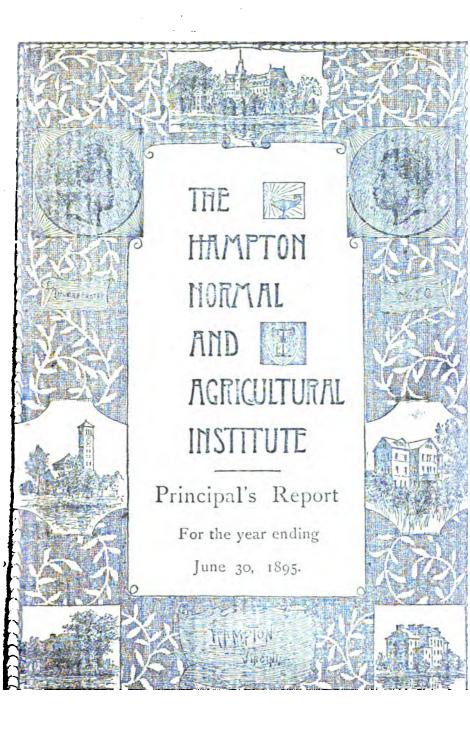
Merchandise, as by Inventory July 1st, 1894\$13,670 93         Machinery		
Merchandise, as by Inventory July 1st, 1893 21,257 63		
Machinery 5,925 43		
Purchases—1 year to date 36,612 19		
	63,795 25	
Gross earnings for the year		<b>\$</b> 16,651 07
•		
Expenses.		
•		
Interest	1,776 25	
Labor	12,434 34	
Student labor	4,921 22	
Expense	5,379 41	
Repairs	136 44	
Forfeiture on Log Contract	500 00	
		25,147 66
Business loss for the year		\$ 8,496 59
Credit:		
20 Bonds given by Mr. C. P. Huntington	20,000 00	
Open account remitted by the Institute	4,841 68	
Net gain to the Works for the year.		16,345 09
	\$24,841 68	\$24,841 68

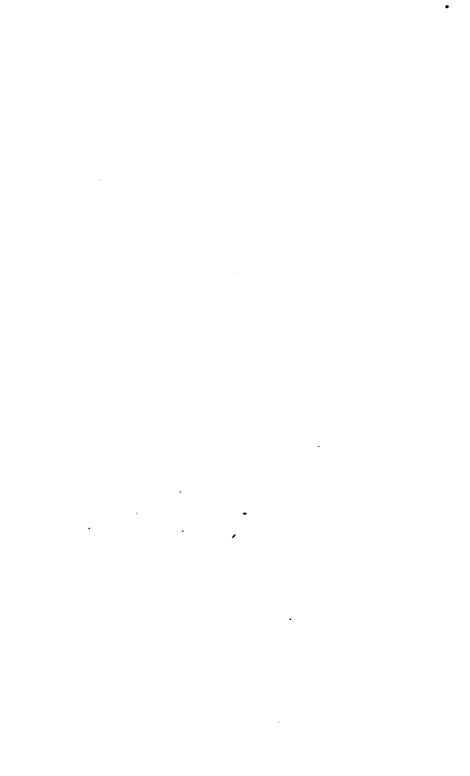




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# THE HAMPTON

# NORMAL AND AGRICULTURAL

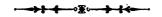
INSTITUTE,



# PRINCIPAL'S REPORT

FOR THE

YEAR ENDING JUNE 30th, 1895.



HAMPTON, VA.
NORMAL SCHOOL STEAM PRESS PRINT
1895.



### TRUSTEES.

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Rev. H. B. FRISSELL, D. D., Secretary, Hampton, Va.

MR. ARTHUR CURTISS JAMES, New York City.

COL. HENRY S. RUSSELL, Milton, Mass.

# INVESTMENT COMMITTEE

Who control and invest all funds control and invest all funds control and for Permanent Endowment.

ROBERT C. OGDEN, Chairman,

President of the Board,

GEO. FOSTER PEABODY, New York, Of Spencer, Trask & Co., Bankers.

CHAS. E. BIGELOW, New York,

President of Bay State Shoe & Leather Co.

ARTHUR CURTISS JAMES, New York.

Of Phelps, Dodge & Co.

CHARLES L. MEAD,

President Stanley Rule & Level Co., New York.

The Trustees of the Hampton Normal and Agricultural Institute, with the State Board of Curators, held their twenty-sixth Annual Meeting at Hampton, Va., May 22, 1895, for the transaction of the business of the Institute.

### The Trustees present were:

Messrs. Strieby, of New York.

Ogden, of Philadelphia.

McVickar, of Philadelphia.

McKenzie, of 'Cambridge.

Parkhurst. of New York.

Dodd, of Bloomfield.

Peabody, of Cambridge.

Peabody, of New York.

Mead, of New York.

James, of New York.

Frissell, of Hampton.

The State Curators present were:

P

Messrs. Christian, Reid.

The routine work of the meeting was taken up and the reports of the Principal, Treasurer and others were presented and referred to Committees for examination and report, returned, acted upon, ordered to be completed up to June 30th (the end of the fiscal year), and are published herewith, under the direction of the Executive Committee.

The Hampton Normal and Agricultural Institute is a corporation composed of seventeen Trustees, with power to choose their successors, who hold and control the property of the Institute under a charter granted in 1870 by a special Act of the General Assembly of Virginia.

They represent seven states and six religious denomions. No one denomination has a majority in the Board of Trustees. Under the control of no sect, the work and spirit of the Hampton Institute are actively and earnestly Christian.

The legal title under which they have rights, powers and obligations is, "Trustees of the Hampton Normal and

Agricultural Institute."

The School is exempt from taxation.

The State of Virginia has entrusted to the corporation the use of the interest on that part of the Agricultural Land Fund of the State devoted to the colored people, amounting to ten thousand dollars annually, and the Governor appoints six Curators every four years, three white and three colored. look after and report yearly on the use of the State money. They have a veto power on the use of this money, but none to direct its expenditure.

The United States Government sends 120 Indians here to be educated, paying \$167.00 per annum for each one This meets the cost of their board and clothing.

From ten to twenty Indians, besides, are educated

without expense to government.

The average attendance is over six hundred, Chiefly from Virginia and neighboring States, but representing 22 States and Territories. Of these, 132 are Indians.

Besides these, in the Preparatory department ("John G. Whittier" School) there are over three hundred children

from the neighborhood.

There are eighty officers and teachers, heads of the departments and assistants, nearly equally divided between the Academic and Industrial departments.

The great majority of Hampton's 825 graduates and many of its under graduates are, or have been teaching in the It is estimated free schools of Virginia and other States. that over 40,000 children were the past year under their instruction.

The 20,000 public free schools of the South are to-day not half supplied with comptetent teachers. More are needed to teach not only from books, but by example in industry, thrift and Christian living. The right school teacher is usually as active in Sunday school and temperance work as in the class room. Hampton's work is to supply these, especially in the remote and benighted country regions, where ignorance, superstition and low ideas of labor and morality prevail.

The great and pressing need of the Institute is permanent and reliable means of support.

The sum of at least eighty thousand dollars must be raised annually from friends of the school to meet current expenses. The payments of the Negro students are almost wholly in labor, much of it being of technical character and non-productive. Although this labor is exceedingly valuable as training, it is a serious tax upon the resources of the School

An Endowment Fund of at least a million dollars is earnestly desired. This, if secured, would leave the school still dependent on the public for part of its yearly support, but would give it needed stability and strength.

# H. B. FRISSELL,

Secretary of the Board of Trustees.

HAMPTON, VIRGINIA, JUNE 30th, 1895.

# FORM OF BEQUEST.

I give and devise to the Trustees of the Hampton Normal and Agricultural Institute at Hampton, Va., the sum of .......................dollars, payable, &c., &c.



# Principal's Report.

To the Trustees of the Hampton Normal and Agricultural Institute.

GENTLEMEN:—The work of the past year has been in the line of more perfect organization rather than toward enlargement.

Some of the suggestions contained in my last report, and approved by the trustees, have been carried out. Among the most important are the increase in the requirement of admission to the Academic department, the demand for more money from the students, and the starting of an advanced course.

The Hampton School is situated in a portion of the country where the colored people, both under slavery and since the war, have had much greater opportunities for improvement than in other parts of the South. For a number of years after the war, there were many earnest young colored people in Virginia who arrived at the age of eighteen without having had any chance of attending school. This class Hampton has helped, and there have gone from it many earnest workers.

But the conditions are now much changed. With the improvement and multiplication of the colored public schools of the state, better opportunities are offered. Failure on the part of a young colored man or woman, in Virginia, to-day, to obtain the rudiments of an English education at the age of eighteen, bespeaks lack of ambition on his part or that of his parents.

The experience of the past year, in demanding a know-ledge of arithmetic as far as fractions, for admission to the night classes, and a corresponding knowledge of other rudiments of an education, has led us to believe that the beginnings ought to be gained in the public schools and that Hampton should deal only with those who have made some intellectual progress.

The few who have been allowed to stay in the School after falling below the requirements of admission, have shown not only a dullness at work and in study, but also a lack of moral force which has made us feel that they are not the right sort of material for us to keep.

The increased demand for admission has been coupled with a requirement of a deposit of \$10 in advance on admission. At the same time, we have given the students less work on the school grounds toward their own support than formerly.

Here again we believe that we are moving along right lines: \$10 is required monthly, either in labor or money, of each student, in payment of board and lodging. Heretofore this has been paid almost exclusively in labor. In the past many a student has graduated, having worked his way through without a dollar of help from his family. But with the improved condition of the colored people, more of the burden of educating their children ought to be thrown on the shoulders of the parents. The furnishing of so much labor has been of great expense to this institution, and has made it necessary for the young people to devote too much time to work of comparatively little educational value. While we must never lose sight, at Hampton, of the moral value, to the students, of labor toward self-support, the question of how much is to be given must be carefully considered.

These advanced requirements have had the effect of slightly diminishing the number of students, but the reports from the teachers indicate an improvement in quality and tone throughout the School. Our catalogue for '93 and '94 shows a total enrollment, including the children in the Whittier training school, of 1016; for '94 and '95, of 947.

Miss Hyde, in charge of our Academic work, says in her report: "We all feel that the improvement in quality of new material has more than compensated for the decrease in numbers. Never has so little weeding out been necessary. Our material has been good enough to keep and encouraging enough to work upon."

### ADVANCED COURSE.

Sixteen graduates of the School have taken advanced studies in Political Economy, Rhetoric and Composition, Geometry and Vocal Music.

The members of this class this year have been resident graduates of the School or those living in the vicinity. They are all engaged in teaching or in other occupations which keep them busy during the day, so the class has met three evenings in the week. Three graduates of the Lynchburg High School have taken a year's training as teachers at the Whittier school. The results of this new step have been most satisfactory. Several members of this advanced class were among the early graduates of the School. We have been able to study the condition of our graduates, and it is a pleasure to observe the improvement they have made since their graduation.

### FINANCIAL.

The fact that the Hampton School is engaged in productive industries has caused it to feel the financial strain more than most institutions. Not only has it temporarily lost the help of many of its friends, whose impaired incomes have made it impossible to render the usual aid, but it has found it extremely difficult to dispose of the products of the Industrial Works at a price that would at all cover the cost of manufacture. In view of these facts. special efforts in the direction of more economical manage. ment and an enlarged constituency have been imperative The Principal and Chaplain spent much of last summer in holding meetings in northern watering places, in addition to the usual winter and spring campaigns. Much kindness was shown the School by the proprietors of large hotels. The Messrs. Smiley, of Mohonk and Minnewaska, by their generous help, gave an inspiration to the sum mer campaign that went far to lift the load of the year. Friends of the School offered their houses for private meetings.

Throughout the year, the President, Treasurer, and other members of the Board of Trustees, have given much valuable time and labor toward the improvement of the School's finances and the perfecting of its business organization.

Mr. C. P. Huntington, by a generous gift of \$20,000, placed the Huntington Industrial Works in shape to pay back to the School some of the money that it had been obliged to borrow in order to supply itself with working capital.

The friends of the School in the North have cordially co-operated with its officers in rousing interest in the work. The Armstrong Association of New York city, with Mr. William Jay Schieffelin as president, has sent out thousands of circulars and held public meetings, and the ladies' committees in Boston, Springfield and Orange have, by redoubled effort, sent in their usual number of scholarships. As the result of these united efforts, although the Treasurer's report will show a decrease in the number of annual scholarships and contributions toward general purposes, there has been an increase in the School's endowment and an improvement in its general financial condition.

More systematic effort must be made another year toward a general diffusion of knowledge of the needs of the Indian and Negro races of this country. More time must be given to the preparation of proper statements of the School's work and of lists of names to whom they shall be sent. Gen. Armstrong believed that Hampton should be a center for the education of the people of the North as well as of the South. I shall call upon the Board of Trustees for permission to obtain such aid as shall be necessary to carry out this plan.

#### THE SOUTHERN WORKMAN.

The Southern Workman, the School's paper, we plan to still further enlarge in size and efficiency. Acting upon the advice of your President, arrangements have been made with leading colored men to furnish articles which will make clear the condition of the race in the South. Miss A. M. Bacon has done valuable work in connection with the graduates of the School in the matter of folk-lore studies. She has also commenced, in connection with the advanced class, some sociological studies, which will add much interest to the Workman. The graduates of the School, if properly directed, scattered as they are through different parts of the South, might obtain statistics that would be of great interest and value to all interested in race study.

The conference of graduates of last year gave much valuable information. It is hoped that the present year's conference will be still more helpful, and that as many as

possible of the Board of Trustees will be present.

THE INDIAN WORK.

The work of the Indian students has been more hopeful than ever before. We have had more advanced students, 50 having been members of the Normal course, belonged to the Indian Preparatory school. In the early wears of the Salari's in the search the salari the early wears of the Salari's in the search the salari the years of the School's dealing with the Indians, much the largest numbers were still largest numbers were obtained from the Sioux country A comfrom the Omahas and Winnebagoes of Nebrask ion of the paratively small numbers paratively small number now come from that position of the country, a large number being at country, a large number being taken from the monave bear tribes nearer home. A such tribes nearer home. A number of Indian schools and established in Data established in Dakota, and there seems not to be so much reason for aid in that direction. The Oneidas of and New York now have the largest number on our roll, and are furnishing us good material. The 1,500 Cherokees of North Carolina are a hopeful tribe, cultivating their own land and needing help. Their reservation is near the School, and it seems eminently proper that should help them toward improved agriculture and better living. We now have twenty-five from this tribe. It is desirable that we should bring a small number of advanced students each year from the banks of the Missouri, where the results of the School's work are manifest in many ways.

Dr. Hailmann, U. S. Superintendent of Indian Schools, is thoroughly in sympathy with the idea of making Hampton a training school for teachers and of furnishing it good material from the schools of the West.

The Congressional appropriation of \$167 per capita for 120 Indians for the coming year was obtained only after a sharp struggle in both houses. A majority of the House Committee visited the School'during the year, and, without an exception, those who saw its work and learned of its results became warm advocates in its favor. The attack upon the School's appropriation was made in accordance with the general policy of the Government of taking away aid from all but Government schools. In the Senate the charge was made that the School was sectarian.

The Commissioner of Indian Affairs and the Superintendent of Indian Schools believe thoroughly in Hampton's work. They hope, as do all intelligent friends of the Indian, that the time is not far distant when the reservation schools will give place to the common schools, where • the Indians and whites will mingle. They believe that a school like Hampton, off from the reservation, where the two races mingle, and where, during the summer months, the students are placed on the farms of New England, will have much influence toward hastening that result. be hoped that the Indian work at Hampton would go on even if the Government appropriations were withdrawn, but there seems no reason why the cry of separation of church and state should cause Congress to withdraw its aid from a school which is thoroughly unsectarian in its ' character, which has had in the past, and ought still more in the future to have, an important influence upon the education and life of the Indians of this country. There is reason to believe that the School will need the coming year the same efficient help at Washington from the Board of Trustees and other friends that it had in the year that is past. Special mention should be made of the loval support given it by the senators and representatives from Virginia, and by members of both houses from other states. This is only one of the many indications which the year has brought of the growing public confidence in the work of the School. I am hoping to make a somewhat extended tour of the reservations the coming June, attending, at the invitation of the Superintendent of Indian Schools, some of the valuable summer institutes which he has established in the Indian country. I shall hope to be able to make a report to the Board, giving some of the results of Hampton's work and outlining in more detail what shall seem to me the proper policy of the School in relation to our Indians.

### HEALTH REPORT.

I call your attention to the report of Dr. Waldron, the School physician. While there has been considerable sickness, there seems to be no indication of unfavorable conditions. The fact mentioned in the report that out of all the students who remained here during the summer not a single one was affected with malaria, shows that our present drainage system is a great improvement on what preceded. There is need that, as soon as possible, it be extended to all the buildings on the place, and that the shore be protected from the sewage of the growing town of Hampton by an improved water front.

Closely connected with the matter of sewerage is that of our water supply. We are still obtaining our supply of drinking water from wells upon the School grounds. Careful analyses have been made, indicating that the water obtained is fairly pure, and the health of both teachers and students during the past year seems to indicate that there is no immediate cause for alarm. But, with the growth of the School and the town, great care needs to be exercised. The Newport News Water Company has been allowed by your Board to lay its pipes through our grounds. It may be desirable to obtain a supply of drinking water from this source at no distant day.

A still more pressing need is that of sufficient water for bathing and laundry purposes. Our present arrange-

ments are inadequate. Our laundries are poorly supplied, and much inconvenience is occasioned both by lack of water and its hardness.

In accordance with the action of the Board of Trustees, the School has introduced a system of electric lights. Most of the buildings have been supplied with light from the Hampton Electric Light Company since the first of February, and there is reason to believe that the present system will give greatly improved light at reduced cost. It has greatly reduced our fire risks and is valuable as a police measure. I call your attention to the report of Mr. F. C. Briggs, Business Manager, relative to this subject.

### FOOD SUPPLY.

Much time and thought have been given the present year to the question of an improved and more economical food supply. Not only for the sake of the School's health, but as an education to the colored and Indian races in the matter of obtaining, cooking and serving nourishing fare, it is important that Hampton should be supplied with model kitchens and dining rooms. The vital statistics of both these races, and the improvement in health which follows their coming to Hampton, indicate that much ought to be done along this line.

In order to obtain the best information, experts have been invited to study our conditions. Miss S. E. Wentworth, who has long been associated with Mrs. Richards, of the Boston School of Technology, in the study of food supply, spent several weeks at Hampton. Miss Kinne, Professor of Domestic Science in the Teachers' College in New York, and Mr. and Mrs. Daniel Smiley, of Mohonk, have visited the School and given valuable time and thought to the study of its needs in this direction. The officers of the School have visited some of the leading institutions of the North with the same object in view. Plans for a new building to accommodate the students', teachers' and diet kitchen and dining rooms, have been submitted; which will make possible much better service, leaving the

present dining rooms for a much needed study and recreation hall for the colored girls and reception room for the teachers. It is proposed to place all these kitchens and dining rooms under one management, and thus reduce the cost of food, and, at the same time, if possible, to improve its quality.

Much credit is due the School's Matrons, who have, by their careful study and hard work, done much to improve the food; but it is hoped that, with better conditions, still further progress may be made. \$10,000 has been given by one generous friend toward the new building, which will cost at least \$30,000, and will, it is hoped, have an influence upon the health and homes of two races.

Miss Hyde, in her report, justly complains of the pressure of work under which our girls labor. The School, in its endeavor to do the most for them, needs to exercise great care lest they break down under the too heavy strain. I heartily endorse the suggestion made in Miss Hyde's report, that the rooms in the top of Academic Hall, now used as boys' quarters, be given up to classes in domestic economy and gymnastics, so that the students can pass directly from their other class rooms to them, thus giving them variety in their school routine without the loss of time which is now incurred by the passage from one building to another.

Miss Howes, teacher of gymnastics, who received her education at the Hemenway Gymnasium in Boston, and whose salary has been generously provided by the trustees of the Hemenway Estate, has done valuable work both in the Whittier School and among the girls of the Normal and Indian Classes. But the lessons have been given after the close of school, when the students were wearied with their other work. By the change proposed, these lessons will be a relief rather than an added burden.

Under the direction of Prof. Krohn, of the University of Illinois, anthropometric measurements have been taken the present year. A more careful study of the physical

training which our students need must be made. Although the military drill, under the care of Capt. Moton, the School's disciplinarian, and Lieut. Hubbard, of the U.S.A., has been of good service, regular training in gymnastics needs to be given the boys as well as the girls, and I would suggest the desirability of fitting our gymnasium with simple apparatus for this purpose.

The talks which Dr. Weidner has given the girls, on hygiene and the care of their persons, have been most helpful.

#### THE SCHOOL INDUSTRIES.

A successful endeavor has been made the present year to improve the work in our shops. To this end, only those have been allowed to take trades who passed a certain grade in their entrance examination, and the preference was given to those who passed the best examination. The result has been that many bright students have entered the shops, spending all day at their work and going to school at night. In the illustrated catalogue which has been published recently, definite courses are laid down for our shop work; so that those who come for trades may understand what they may expect to get each year of their course. During the past year, Mr. Lewis, a graduate of Perdue University, Indiana, has given six hours a week in mechanical drawing to each trade student. While the students have shown much appreciation of the training and have made rapid progress, the effect has been to diminish the amount which the boys could accomplish in the shops. This step will undoubtedly affect the shops' financial showing for the present year. At the same time that the foremen have had their boys taken from them for a part of each day, they have been called upon to make a much more careful reckoning of the amount of time and material which goes into each piece of work. The amount of time necessary to this account-keeping has added materially to the burdens of the foremen. They have been most loyal to the School in the endeavor to get a clearer idea of the

cost of our industrial departme result s. Lessone in m cost of our industrial departme = . Les nave in meen enthusiastic over the result so Les sons in the greatest import. been enthusiastic over the result - careful use of time are of the greatest importance importance careful use of time are of the gastudents. To the organization a students and perfecting of this students. To the organization a - Assistant and Treasurer, given much patient time and the shop There is no q given much patient time and the shop there is no que tion of the practical value of the shop work to the s dents. Those who have gone out from our trade shop have had an important influence upon the industrial train ing of the South and West. Without them Mr. Washing ton's work at Tuskegee would have been impossible. Shops where young colored men have had an opportunity to learn trades have been started in many of the country districts of Virginia and other southern states by our graduates. A number of state schools in the South have been supplied with industrial teachers from these shops. But it is quite clear that, in order to hold our own in furnishing teachers of trades, we must give our young people more of the principles that underlie mechanical work. The course of mechanical drawing the past year has had that end in view. Mr. Tucker, who is in charge of our department of manual training, has thus far confined his work to the students in the normal course, giving two hours each week in carpentry to all of the boys in the normal classes. I recommend the enlarging of his work and the employment of two more instructors in wood and iron work, with the purpose of giving to all boys intending to enter trades the all-round instruction which will enable them to take up their work in the shops more intelligently. This year an attempt has been made in some of the shops, especially in the Hunting ton Industrial Works, to give a general training in the use of tools, and in making out bills of materials, before entering on the regular trade work.

A beginning has been made the present year in our girls' industries, toward giving more instruction before placing our students in the regular industries of the School.

Girls have had instruction in sewing before being placed in the tailoring and sewing departments where garments are made. It seems desirable that, as far as possible, our shops should be placed upon a self-supporting basis. In order to accomplish this, they must be furnished with workmen who have received some instruction in the use of tools. Our foremen have labored at a great disadvantage by having a large amount of raw student material thrown into their shops each year. It is now proposed that at least six months of technical training be given the students before entering the shops. It is desirable that, for purposes of manual training and technical trade work, forge work be given the students. The Pierce Machine Shop has greatly needed more room for storing its manufactured material before shipping to the market. It is now obliged to use a building at the other end of the grounds for the purpose, causing much loss of time and labor in unnecessary transportation.

The forge work connected with the shop has been done in the Huntington Industrial Annex. I recommend that another ell be added to the West end of the Pierce Machine Shop, giving a room for storage and one for forge work. The room in the Huntington Annex can then be used for forge work in connection with the technical training classes.

The contract made by the Huntington Industrial Works with the Hampton Lumber Company, for the sawing of fifty million feet of timber, seems advantageous to the School's interests. It takes away the difficulty of buying lumber at proper prices, and, at the same time, makes it possible to obtain what lumber is needed for our local trade, at prices below that which we have paid hitherto. The number of students employed in the saw-mill and the yards is less than in former years, but the number learning trades in the wood-working department has increased. Mr. Thompson reports improved student material and better work done.

More attention than heretofore has been paid to the

manufacture of furniture, and much of the inside work of the new hotel at Old Point Comfort has been made at the School. The taking of the contract already mentioned has made necessary the putting in of a band-saw in place of a circular saw, the repiping of our dry-kiln, and the building of a lumber shed. These improvements have been made by the Lumber Company, and are to be paid for by the Works out of their earnings in the sawing of the lumber, at the same time that they act as security to the School from the Lumber Company for the performance of its part of the contract.

The Pierce Machine Shop has decreased the number of outside hands employed, while it has increased the number of students to whom it is giving instruction in iron work. The financial showing is somewhat better than last year, and there is reason to think that the students are receiving more varied and in every way better instruction than heretofore.

For the work done in the various shops, I call your attention to the reports furnished by the foremen. The year has been one of special difficulty. They have all endeavored to keep down their expenses and improve the work. In the girls' industries there has been steady improvement. The Abby May Home, under the care of Miss Austin, has taken a number of girls for three months at a time, and given them special instruction in Domestic Economy.

There is a marked improvement in the character of our Indian and colored girls. It is probable that, as more of the boys go into the trades, the classes in the Normal school will be largely composed of girls, as is the case in like schools at the North. As they go out from the School they are able to exert a more powerful influence upon the homes than the boys. I should be glad to see their number increased at Hampton until there are as many girls as

I'm. It is now that the new building for the dining The unit actives will give them better chances for a Francis La Transia Hall. A large number of The last seven received from girls who wishto learn The manager and seamstress. I should be glad I want or instruction in the milliner's trade might be Translability wire for the girls is needed in order to The experience of the past The state of the payment of their Subsections among the girls than among the boys. Frank are seen to be given than has heretofore been possis a assume them as to the care of their clothes and in is The Donate School for the colored girls, under The are it has Hame Hire, and that for Indian girls must be are a Miss Pract, have been carried on in a manual very The Indian cottages have been used for this : \_=: -=

# CFILTITURE.

The condition of the conditions of the condition of the conditions are produced. The trucking season are the conditions are produced. The trucking season are the conditions are produced. The trucking season are the conditions are the Hemenway Farm, and the conditions are the conditions. The butter has been made in the raising of the conditions are the conditions of the

The Scale of Hampton's and Mrs. Howe, are sent to have to hundreds of Hampton's have released in the last two years are sent and Mrs. Armstrong have given

regular instruction to the members of the Normal School: A department of agriculture has been started for those who wish to fit themselves to be instructors in this branch. is all important that the young people who go out from Hampton should know about fertilizers and the rotation of crops, and special attention has been devoted to these subjects. Four acres of the School Farm have been devoted to the use of an experiment station, which has been divided into plots for showing the results of different fertilizers and the amount that can be raised under different kinds of cultivation. There is reason to hope that it will be possible to keep the colored people of the South on the land if only they can learn the best mothods of farming. The Hampton School ought to devote much energy to fitting young people to be enthusiastic apostles of agriculture, for the salvation of the Indian and Negro depends upon their owning land and cultivating it properly. The Academic work of the School has been made to bend toward this end. Mr. Goodrich has already collected specimens of soil, fertilizers, plants, farming implements and photographs, to help him in the illustration of his lectures. These should be still further increased, and the girls as well as the boys should receive careful instruction in the work of the dairy, the care of the soil, and the raising of Poultry.

## ACADEMIC WORK.

Considerable progress has been made the past year toward unifying and correlating the work of the School. We have very varied material to deal with, and the School is attempting a great deal. We are trying to teach people how to live; and the education in the school-room as well as the shop has very definite ends. It must have definite relation with the daily life of the student. has been made to connect the study of mathematics with the problems of the saw-mill and the industrial rooms. Instead of taking up problems such as have no possible bearing upon the life of the students, such as they have to meet in their work are brought into the class. Bills of

lumber to be gotten out in the saw-mill, the dimensions of rooms which the students are building, the amount of cloth needed for garments which the boys or girls are making, these are the questions which are taken up in our arithmetic classes. In mathematics, as in all other departments of the School, more object-teaching has been done; very valuable school material for the purpose is being manufactured by the students in their shops. I should be glad if next year, in accordance with the suggestion of one of the teachers, an arithmetic room could be fitted up with counters for buying and selling, money, measures, and all the appliances for making real to our Indian and colored students the transactions of the daily life of our people. One of our graduates connected with the treasury department has gone into the class-room and, with insurance policies, bank bills, bills of sale, mortgages, and tax bills, has given information that will be of much practical value to them and their people.

The same relation has been further established and maintained between the science teaching of the class-room and the work of the farm, the hospital, the barn, the kitchen and the shops. The work in chemistry has been taken up in connection with the School's food supply and the needs of the plants on the farm. Natural philosophy has been studied a part of the time in the Huntington Industrial Works.

Lessons in botany, which have been used also as language lessons, have been taught among the trees and shrubs of the School grounds. Instruction in zoology has been given out on the shore. Certainly no institution ever had a better opportunity than Hampton to make its instruction real. The absence of sham, which characterized all General Armstrong's life and teaching, must be maintained at Hampton. One of the graduates of the School, who had caught much of General Armstrong's spirit, recently said at a meeting of teachers, "Our aim must be to dignify the common things of life."

In connection with the teaching of physiology, the students have received instruction in bandaging and the care of the sick; the teaching of history has been closely connected with the daily news items taught by Miss Bacon. Geography has been made more real by actual observations of the country about the School. Great progress has been made this year in the study of music. It is a great comfort and help to have the whole normal school able to read music at sight. All the public services have gained thereby. In the moral and religious training of the School the help of music is incalculable.

In order that the School might have the benefit of the best thought of the country on educational methods, prominent educators have been invited to visit it and criticise its work. Prof. Dutton, Superintendent of Schools in Brookline, Mass., Prof. C. C. Rounds, Principal of the State Normal School of New Hampshire, and Dr. Hailmann, Superintendent of Indian Schools, have each spent some time in careful study of the School's methods. Valuable suggestions have come from their visits. We are indebted to the Slater and Peabody Funds, not only for generous appropriations but for some valuable pamphlets on subjects connected with our work, and for the visits of Dr. Curry, whose interest and advice have been most helpful. We have also been favored by a visit from Hon. John E. Massey, Superintendent of the Schools of Virginia.

One of the marked features of the academic work within the past two years has been the prominence given to practice-teaching. Not only have the studies of the class-room been brought into close correlation with one another and with the shops, but the students have been made to apply what they have gained in the actual work of teaching.

Our Whittier School, with between 300 and 400 children from the country about, is a most important part of our work. Here a number of graduates, under the direction of trained teachers from Northern Normal Schools, are in-

structing the children of the neighborhood, and at the same time giving training to our Normal School students in methods of teaching. The Kindergarten has been very bright and attractive and has influenced, as it ought, the methods of the whole school. Here, too, training is given in Domestic Economy. The influence of this school upon the community about is shown in its improved home life. The teachers have done much in visiting the homes of the people.

I heartily endorse the recommendation made in Miss Hyde's report, that Sloyd or manual training be introduced into the Whittier School. An endeavor should be made to give both boys and girls a knowledge of tools which shall fit them to take up the trades in the Normal School. As it is now, when they leave the Whittier they have, like the young people who graduate from the other colored public schools of the southern cities, a desire to advance, but no training in the skilled industry which is the door to progress The Whittier should be a model school and an object lesson to the whole South. More of industrial training must be introduced into the southern public schools, and Hampton ought to show what can be done. The cultivation of a small piece of land would help to give the children a taste for agriculture.

The beautiful Whittier building, the gift of Mr. and Mrs. McWilliams, of Brooklyn, ought to be utilized as a means of interesting and instructing the colored people of the community. I recommend the introduction of electric lights, so that evening lectures may be given.

## OUTSIDE WORK.

There is great danger lest the colored schools of the South be not kept sufficiently in touch with the masses of the people. Mr. Booker T. Washington is an object lesson to all, in this direction. By his farmers' conferences and the mothers' meetings which the school sustains in the town of Tuskegee, he keeps his school in constant connection with the needs of the great masses of the colored people.

Under the direction of Rev. H. B. Turner, the School's Chaplain, and with the aid of many of the teachers, our mission stations have been sustained in the immediate vicinity of Hampton, and regular services have been held in the poor-house and jail. One of our graduates has visited those out at work. I call your attention to Mr. Turner's report as showing what has been done in this direction, and the reports made on the work of our graduates. I feel that more must be done along this line. The School must be kept in close relation with its graduates. These young people need our visits. They have little to help them up. We need to know them in order to properly direct the School's work. My own visit and that of Dr. Waldron and Miss Ludlow to our graduates in Alabama this year were mutually helpful. We have great reason to be proud of the work of our graduate-teachers. With pluck and self-denial they have gone into the dark places of the South and West; they have endured poverty and hardship, have often been obliged to go hungry.

I call your attention to the report of Rev. H. B. Turner, our Chaplain, who, in addition to his pastoral and pulpit duties, has devoted much time to the delivery of stereopticon lectures on the School in the North, giving to our friends there a better idea of what the School is doing than could be obtained in any other way. He has collected Indians in the West, and has had charge of the missionary work of the neighborhood and among our graduates. Under his direction, one of our graduates has visited the schools taught by Hampton's children, and has gathered valuable statistics in regard to the condition of the people. I recommend that more of this work be done. If Hampton is to obtain the best material, its work must be more known among the colored people. In order to give our graduates a little idea of what the School is doing, an illustrated catalogue has been issued the present year. Much might be done with the stereopticon.

The Executive Committee has placed the matter of an

exhibit at the Atlanta Cotton States and International Exhibition, in the hands of the President and Secretary of the Board. Preparations are being made, and, if the proper room can be obtained, it is probable that the School will be represented there. The best way for the colored people to win the confidence of the whites of the South is to show what they are able to accomplish. It is hoped that the Negro exhibit, for which a special building has been provided, will do much in educating both whites and blacks as to the possibilities of the race. \$2,000 will be needed for the School's exhibit.

## GRADUATES AND RETURNED STUDENTS.

I call your attention to the reports of Miss Cleaveland and Miss Folsom on graduates and returned students. An endeavor has been made to bring them into closer touch with one another and the School, by inviting them to join an Armstrong League of Hampton Students. Miss Bellows has sent out reading matter regularly to them. It is desirable that, as far as possible, they be encouraged and helped to start small libraries in connection with their schools. It is hard to realize the dearth of reading matter and all intellectual stimulus, that exists in the country districts of the South.

In closing my report I desire to express my gratitude to the Board of Trustees for its hearty co-operation in the School's work, and to the loyal corps of officers, teachers and employees who have helped to make that work possible. They certainly have borne in mind the words of Gen. Armstrong's Memoranda, "In the School the great thing is not to quarrel, to pull all together."

Respectfully submitted,

H. B. FRISSELL.

# ACADEMIC WORK,

In the catalo		I find the summary of	stud	ents
	Normal	School.		
Colored Girls Indian Girls	16	Colored Boys Indian Boys		109
Girls	120 Night	253	133	
Colored Girls Indian Girls	87 I	Colored Boys Indian Boys	-	14 II
Girls	88	Boys Total	233	14 5
	Indian Pr	EPARATORY.		
Indian Girls	24	Indian Boys Tota <b>1</b>	82	58
No. of Indian Gir	ls teaching at \	Whittier		2
No. of Indians up		_		
No. of Whittier C		9 372		
Total numbe		951		

undoubtedly affected the attendance for this year.

First, the raising of the grade of entrance examination for the Night School.

Two very important steps were taken last fall, both of which

Second, the requiring of all new students, on entrance, a deposit of ten dollars.

I think we all feel that the improvement in the quality of new material has more than compensated for the decrease in numbers. Never has so little weeding out been necessary. Our material has been good enough to keep and encouraging enough to work upon.

In looking over the Academic work for the year, I note the following additions to the course:

A carefully planned course in mechanical drawing which is taken by all trade boys who have been working a year or more, For a detailed plan of the work I refer you to Mr. Lewis, but I should like to say that in my estimation the mechanical drawing has been one of the most successful features of the year. The boys have been very much interested and benefited and the trades raised in the estimation of all the students.

Although the idea has been to cut down, rather than increase the Academic studies, we have this year added the following:

A course of ethics, taught by Mr. Turner, and given to the students of the Middle class.

A course of Hygiene and nurse training given by Dr. Weidner to the girls of the Senior and Middle classes.

We have also been able to give all the girls in the Normal School, a course in gymnastics instead of limiting it to the girls in the Junior class, as we have in other years.

#### THE ADVANCED COURSE.

Sixteen graduates of the School have returned to us this year to take up more advanced work.

The members of this class are resident graduates or live in the vicinity. They meet three evenings in the week and the subjects taken up are Political Economy, Rhetoric and Composition, Geometry and Vocal Music.

All members of this class are hard-working men and women: not all of them have been able to attend every evening or to take up all the subjects.

We have been pleased to welcome back some of Hampton's earliest graduates, and we note with pride the steady intellectual growth which has evidently been going on ever since their graduation.

In reviewing the past and looking forward to the future, I feel sure that certain conditions ought to be changed before another year.

First, I feel that something should be done to relieve the pressure upon the girls.

As one means to this, I would suggest that the upper story of Academic Hall be fitted up for a gymnasium, domestic science purposes and for sewing and for dress-making rooms. If this were done we might manage to bring the cooking and gymnastic classes into the regular Academic hours. Thus relieved, the girls might have more time for keeping themselves and their clothes in order and there would be more time for personal supervision on the part of the teachers, and it would give the girls more time for recreation.

Gymnastics in Academic would relieve the gymnasium, and the boys would be able to have their company drill there in bad weather.

Although believing thoroughly in the drill, I do not think it ought to take the place of gymnastics. I wish the boys might

have a thorough training along this line. If the were fitted up with the appliances, I think the boys going there for recreation and it would give them work off the extra energy, which would be a ber mentally, morally and physically.

I feel that we must do more for Hampton and The school has done a good deal already, but it ha indirect way and the policy has always been that ing the school from its bad surroundings.

I wish that we might have the Whittier lighted ty, so that we might make use of the building in The parents of the children are working men and most of the work with them must be done in the e

We have force enough on the place to do may work in the way of mass meetings, mothers' meet and stereopticon exhibits, etc.

As for myself. I feel that I have been remiss lines, and I shall be very glad to do all I can to help ers. I do think we can do a good deal to influence ity.

This has been a very successful year at the W spirit both among parents and children has been v graduate teachers have done earnest, faithful worl of morality is very much higher among the childre

I believe there are few homes which have not while the interest in the school is shown by the nu ed visitors who come to our school exhibitions or school during the regular sessions.

I regret exceedingly that we have as yet no call shall feel that our work is crippled until we get hope for the future of the children is to get them a inquire after the many who have at some time be with the Whittier, I find that it is always these wh into some respectable work who are now living res I feel that the number of respectable Whittier increase too.

In closing my report I will state briefly the pl view for next year.

A bringing of fhe gymnastic classes and dor classes into Academic hours,

A more careful correlation of the subjects schools.

A broader handling of the training scheol i

Building. More teaching of children by Normal teachers.

More interchange of teachers between the Normal school and Night school.

More use of objects and pictures in illustrating.

A greater effort made to raise the moral tone of the community outside the school.

Respectfully,

ELIZABETH HYDE.

#### INDIAN DEPARTMENT.

The enrollment of Indians for this year is as follows:
Boys 97, Girls 49, Total 146.

The following tribes have been represented;

	6			P	
Sioux,	25,	•	•	Seneca,	16
Omaha,	4.			Cayuga,	1
Winnebago,	10,			Cherokee, N.	C., 24
Oneida, Wis.,	43,		-	Apache,	8
Oneida, N. Y.	5,			Shinnecock,	2
Onondaga,	3.			Micmac,	I
Tuscarora,	4,				•
	•				

Three have returned home during the year. One has died.

The eleventh of September, Miss Brown brought a party of nine Cherokees from North Carolina. Mr. Turner and Mr. Bryan escorted nineteen from the Western Reservations a little later. Since then, twelve more Cherokees have been admitted.

These Indians from the mountains of North Carolina seem very naturally to fall to Hampton's care. They are only about twenty four hours distant from us come from healthy surroundings, are anxious for manual training as well as for Academic instruction, and promise to make rapid progress. The outlook for them when they return home is also encouraging. The soil of their beautiful valleys is fertile, especially adapted to fruitraising. Ashville and other markets are close at hand. There seems no reason why this community, where now the older people hardly speak any English, where the houses often have only one room, and the knowledge of farming and of trades is very limited should not in time resemble a New England country district under the influence of a band of earnest and intelligent, young people.

Forty-two Indians have been in the Normal classes this year, two as practice teachers. Better, perhaps, than ever before, these advanced Indians have held their own among their classmakes. The testimony of thier teachers in this resp very cheering,

Two boys and one girl have been all the year is school They have done remarkably well in their traothers have been there for part of the year.

Now that a large number of the new pupils are schools, and almost, if not quite, ready for the Noi the Indian Preparatory classes have somewhat character during the past year.

The all day class, with its two work days, closely the Intermediate class, has become a prominent fea from the fact that so many of our pupils are now ca: the Normal course. Sometimes, however, arriving cannot enter the Junior class that year, and sometin backward, or rusty in one or two branches. The cla bered forty-three this year in its two sections. has done excellent work, and we hope to promote a ising delegation for next years' Juniors. The B se posed of those who need another year in the Indian furnished a good field for the experiment of introdu training into the regular Academic hours. Two as the week the boys spend two periods in the Tech1 learning the principles of the use of tools, while tl occupied during one of these periods with lessons and Kensington work, drawing their own patterns.

Three classes work half a day and go to school
Two of these are each in charge of a single teached
little ungraded schools, one of girls, one of boys, coent parts of the day. Twice a week the girls' class 1:
ion in educational needlework.

Once a week the the most advanced boys have a class.

The teachers report on their various branches of Mrs. Seymour, Miss Townsend, and Miss Boot! the work at Winona.

Apart from the sickness which we have had at one time, I do not remember any year since I have charge, when there has been so little trouble amore The prevailing spirit of obedience and respect teachers, and of honesty and kindliness to each oth very pleasant. I want especially to mention the rail made by the Apache girls, who arrived just before t last summer, in housework and sewing as well as in t

Miss Pratt reports on the Housekeeping Cottage and Dr. Weidner on the Wigwam.

The Indian Sunday School and the weekly services have been greatly indebted to Mr. Bryan-for his warm interest and most efficient help.

The Christian Endeavor Society and the Lend-a-Hand Circles have done good work.

In the social gatherings at Winona there has been a more hearty entering into the various amusements and games provided, and very little to criticise.

The Self-Control Alliance of the boys, its initials a constant reminder of General Armstrong, though only recently started, promises to be a power for good, not only here but after they return home.

More and more the Indian problem seems resolving itself into a temperance problem. Whether, as a race, Indians can withstand strong drink, when, by the breaking up of old restrictions and the incoming tide of white settlers, it is placed within easy reach, is a question of gravest import.

If they are not to be utterly swept away by it, must not the educated young people form a bulwark to resist this threatened ruin with a strength born of Christian principle and real missionary purpose?

JOSEPHINE E. RICHARDS.

## MEDICAL REPORT.

The health of the School has varied with different months.

On the opening of school in October, an unusual number of students returned with chills and fever, or to be taken ill with malaria within a few days after their arrival. Twenty-nine of these cases occurred. A point worthy of note is that not one of the nearly three hundred people who had been on the place during the summer was ill. Thoughout the autumn, malaria had been unusually prevalent in the country about Hampton and at points further south, from which our students come, but the healthy location of the School, together with great care in sanitary matters, gave the School residents an excellent health record.

Two cases of typhoid fever have occurred, one of which proved fatal. The patient, a colored boy from New Jersey, was already sick on the day of his arrival, and was sent to the hospi-

tal the day after. This death is the first among either race for three years,

No epidemic has occurred, but owing to the unus weather, the winter months have given many case illness. Several colored students have returned unfit for further school work this year. During th January, fifty-five boys and thirty-seven girls werthe hospital rooms for acute bronchitis, pleurisy rheumatism and other ailments, due chiefly to bad large number at the same time suffered from simi which did not reach the point of keeping them f Four thousand, seven hundred and and twenty-five served in or sent out from the special diet department of January. This quite forcibly represents the special diet department this winter.

During periods of much sickness this departme valuable aid, which is recognizable by all, but its grant to the School cannot be truly estimated by its u pital cases only. Its most important work is regu by day, as a preventive of sickness in cases where diet is the chief indication. Every year it enables restudents, who would otherwise be obliged to leave cessfully complete their course. The fare is simple ly unlike that of the general dining room, and affiplete change. Scrofulous and anæmic patients plac special diet have never failed to gain in weight and every respect. To those whose condition contra-i use of pork and to those of weak digestion who can constant use of syrup instead of butter, the special practically a necessity. The number of such stude as compared with the entire school. Milk is given ial diet table, instead of coffee, and a little tea is use young Indian boys, who are often thin in flesh and appearance on arrival, have invariably become hear rous on the abundance of milk and other nourishing ed, showing that their condition depended upon poc perly cooked food, rather than upon any inherited · teristics.

The sanitary condition of the place has been the year. The same care which kept the School in exceptionally hot summer has been constantly exlike results. The many serious cases which have to School this past month, have not been of a nati

suspicion. March and April gave fifty-five cases of la grippe, and three cases of pulmonary hemorrhage.

The health of the Indian students has been good, as compared with that of the colored, and, with the exception of sickness due to bad weather, has been satisfactory. With the exception of three cases of ophthalmia, no scrofulous affection has originated this year among the Indians, and but two cases among the colored, which is a remarkably good record.

With the exception of one Apache girl, who had suffered from hip joint disease before entering the School, no Indians have been sent home on account of ill health. An Apache girl has died of tuberculosis; this being the first death of an Indian girl for nine years. The history of this patient before entering the School, shows her to have been always delicate, and entirely unfit to have been brought from home and made to bear the burden of school work. The question as to whether the climate is favorable to Apaches, remains unanswered, as an experience with eight students for one year cannot be decisive, but it seems probable, that those who are sound on arrival at the school will remain so. The Apaches are still in the stress of transition, and have little vital force with which to resist disease. The students of the present time were born during a period of great privation, sickness, war and mental depression to their people, They suffer inevitably from nervous irritability and physical weakness. Neither are they as yet aeclimated to civilization and some of its simplest customs, essential to health. In being what they are, they simply show the powerful influence of heredity and environment.

These influences are perhaps best seen in their effect upon the Indian race, from the fact that the more complex influences of civilization do not enter largely into the account. In the case of the Apaches, the weakening influences have acted through but one generation, yet the physical retrograde, from the mounain Apache to the child of the prisoner of war, is immense. The race is naturally strong, and of wonderful endurance; as shown by its history, especially in the Apache war. Under the present condition, a long period must elapse before the civilized Apache will have the strength which nature gave their ancestors.

The case is, however, a hopeful one, for the strong physical root of the race has not been destroyed by many generations of reservation life, and, with a fair chance, what has been lost may be in a great measure regained. The temperament of the children is happy, fitting them to invite aid and grow into and with

civilization. Their minds are intelligent and responent.

Within the past year the School has received to Cherokees from North Carolina. The health of these has been uniformly good. Physically they rank with das. Both Oneidas and Cherokees show the healthful of a more natural life than is possible under strictly reconditions.

M. M. WALDRON, M. D.

Resident P1

# REPORT ON MORAL AND RELIGIOUS WC

The fundamental work and training of our School er building, and whatever else it offers and affords to it to make them intelligent and industrious men and w vital force to wisely and unselfishly apply what Harr given them for the benefit of their people and for their cess and usefulness in the world is character. This is the of every department—character as the most important in skilful work or in mental power—and when a stude appreciate its importance and shows a lack of moral each he is out of place here and is not allowed to remain therefore have shared in the moral and religious wo year.

The undenominational character of our School is known feature of its religious life. This greatly helps en our work and enlarge our sympathies, and affords nable training for our students. Many of them come is munities where denominational lines are very strictly of where the people through ignorance believe that this important part of their church and religious life; hence feeling and sectarian strife that so often arise. If the who comes from such a community is to help it when is he must go back with very different thoughts of Christiship and duty. So our undenominational church, with nominational and scriptural teaching; its confession of Apostle's Creed; its beautiful services composed of from other services, including the silent prayer of the all this teaches and emphasizes the non-importance of the

which divide the churches, and very impressively the importance and greatness of that spirit of catholicity that receives into fellowship all men who love God and serve Christ and their fellowmen. It also serves to make clear the great duties of love to God and love to man.

All denominations are represented among our teachers, officers and students, but we all work and are united under the banner of Him whose name is above every name, Jesus Christ our Lord and Saviour.

The moral and religious work of the year has been encouraging. There have been very few who have abused the opportunities or have been obliged to be removed from the School for their misconduct, When we consider the circumstances out of which many of our students come, it is gratifying to see how faithful they are in living up to the high standard that Hampton sets for them; and not merely because they are obliged to, but because they have learned and are learning to love and respect the things that are best and noblest. The Chaplain has been absent many weeks during the year in campaign work in the North, but the work has suffered little from his absence, as many of the teachers and also our religious organizations have a large share in the care and Christian teaching and training of the students, and the pulpit is generally occupied in the Chaplain's absence by our Principal, Dr. Frissell.

The meetings of the Week of Prayer were conducted by Rev. Mr. Bryan and the Chaplain. A deep and thoughtful interest was aroused, which has continued throughout the year. There have been many inquirers. Most of them have determined to live a Christian life. Fifteen of these have united, on confession of their faith, with our Memorial Church, and others are ready to make the same confession at their home church.

Over 80 per cent. of our students are members of Christian churches. An important part, therefore, of the religious training of our students is to make their Christianity intelligent, practical, and useful in helping and blessing others as well as themselves.

In regard to the Bible study, the plan is to give the student a knowledge of the whole Bible. The New Testament is studied and taught in the Sunday School. The students of the Preparatory and Junior years are studying the Gospels, and those of the Middle year are studying the Acts and Epistles. The Seniors are taking the lessons of the International Series, as this prepares them to teach their classes in the Sunday Schools in and

around Hampton. The Old Testament is studied in the Normal School, and is a daily lesson in the week-day class-room. The members of the Senior and Middle classes who teach in the neighboring Sunday Schools have special training for this work. Not only is the lesson carefully explained and taught to them the Sunday before they are expected to teach it, but a class of little children is brought into the room before the students and the lesson is taught to the little ones. This shows to the students how to gain the attention of restless boys and girls and how to make the lesson simple, practical and interesting to them. Forty-two of our students are engaged in this work and teach in eight Sunday Schools. Many more of our students have volunteered to do missionary work in the neighborhood, visiting the cabins of the poor and also the sick, carrying with them baskets of food if it is needed, but always holding a service of prayer and song. This quiet hour with the boys on Sunday afternoon is the brightest of all the week to many of these people. vices are also held at the jail and poorhouse with encouraging results. This affords most valuable training to the student aud helps to fit him for the many-sided ministry to which he is called in the South and West.

The Young Men's Christian Association has been very active in all the religious work. At the beginning of the new school year its members welcome and kindly greet the new students, inviting them to its meetings. It now enrolls two hundred members. It holds three meetings a week: the regular meeting on Sunday evening, a prayer meeting on Thursday evening, and on Monday evening, training-classes in the use and study of the Bible. These Monday evening meetings, presided over and planned by several of the teachers have been of great value to young Christains in training them to express themselves and to use the Bible intelligently in Christian work. I cannot speak too highly of the influence of the Young Men's Christian Association, which has been felt in every part of the school life.

The girls have their organization of "King's Daughters," which is divided into "Circles." There are twenty-six of these circles, each under the special care of a teacher. They are taught to think of others less fortunate than they, and articles of clothing and other useful gifts are made and sent to the poor and sick. The schools of our graduates are often remembered at Christmas. There are also meetings of the circles on the Sabbath, for Bible reading and for quiet, earnest talk. The teacher's room is their meeting place. They learn to regard her as

their special friend and counselor. This closer relation of the teacher to the girls I believe is most helpful. The teacher feels a special responsibility for the welfare and advancement of the girl in all her school life, and cheers and encourages her with kind friendly counsel without which she might fail before duty. Since this organization was established there has been a steady growth in the general tone of life among the girls. A spirit of earnestness and kindness has been developed.

Another organization which has been an important part in the Christian training of our students, is the Society of Christian Endeavor, colored and Indian. Its Sunday morning meetings have been well attended and have been marked by a spirit of quiet earnestness and growing thoughtfulness expressed in prayer and in the selection of Scripture texts.. It is most gratifying to see how the young Christians have grown under its influence and by its help. It affords just the training for the development of useful Christian character that our students need who are so soon to go out and be teachers and leaders of their people.

I would refer very gratefully to the faithful and valuable services of the Rev. C. B. Bryan, who has been associated with me in the religious work of the School. He has been very helpful to the Indian students who are his special charge.

Our Memorial Church is more beautiful and dearer to us than ever, not only in its richness and architectural beauty, but especially in the memory of the two men, whose lives, so richly endowed, were so unselfishly given to God and man, and who made this great institution possible,—General Armstrong and Mr. Monroe. I have been much gratified to notice the attention and reverent bearing of our students in our church and Sabbath services.

There has been a marked improvement in the singing during the past year. It is certainly very remarkable how well and accurately the students read music. It shows careful training. I would mention with hearty commendation the skilful work of Miss Bessie Cleaveland, who has not only taught them to read difficult music and almost at sight, but also to appreciate the best music and the best hymns. This has not only given to the student a valuable and useful accomplishment but it has added greatly to the beauty and worship of our Church and Chapel services. We are in need of a new hymnal and it is hoped that we may be able to secure it next year,

There has been much progress in the missionary work among our graduates and ex-students. I have been away so much in the North the past year in the interest of the Institution that I











